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ABSTRACT

This compilation presents drafts and plans of staff development programs designed by participants of the Institute for Training in Staff Development for 21 western libraries. To provide a context for examination of the models, an overview outlines the necessary components for a successful staff development program. Section I considers staff development models in libraries, agencies and systems, whereas Section II is concerned with programs for state-wide library personnel. An annotated bibliography is included. (KP)

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Staff Development Model Book: Program Designs For Library Personnel

Edited By
Barbara Conroy

IR004431

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As of April, 1976, the WICHE Library Program name was changed from Continuing Education and Library Resources Program to WILCO - Western Interstate Library Coordinating Organization.

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FORWARD

The production of this document would not have been possible without the dedication of many individuals to the mission of improving library services and job satisfaction through continuing education of library staffs in the Western States. The Western Interstate Commission for Higher Education (WICHE) has served as an organizational vehicle for pulling together resources (people, materials, and funds) designed to meet some of the continuing education needs of library staffs throughout the West. The state libraries of Alaska, Arizona, California, Idaho, Montana, Nevada, Oregon, South Dakota, Washington, and Wyoming have provided not only funds but essential guidance and institutional support for this program. The Institute staff, consultants, and evaluator have all made contributions above and beyond the basic requirements. The work of the participants - as evidenced by the staff development models contained herein - has provided a "first wave" of staff development programs in western libraries. USOE's policy of funding experimental training activities of this type has been an essential aid without which this program would not have been possible.

To continue the thrust of this Institute, the WICHE library program, now called WILCO (Western Interstate Library Coordinating Organization), is dedicated to emphasizing the dual mission of (1) development of equitable resource sharing and networking activities and (2) providing training programs and continuing education activities needed to assist in the provision of library services of excellence through the West. We are pleased to have had the opportunity of offering this Institute and look forward to continuing to be of service to the libraries of the West.

Maryann Duggan
Eleanor A. Montague

June 24, 1976

STAFF DEVELOPMENT MODEL BOOK:

PROGRAM DESIGNS FOR LIBRARY PERSONNEL

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STAFF DEVELOPMENT MODEL BOOK;
Program Designs for Library Personnel

Introduction

The effective delivery of adequate library services depends, to a great extent, on the availability and ability of competent library personnel serving in all types of libraries, in state library agencies and in systems of libraries. Often the availability of library personnel seems fixed and apparently immutable due to a given number of staff positions and incumbents. In most situations, improving the ability of existing staff members is more possible than is increasing the number of existing positions or employing newer and more qualified persons.

Business and industry, faced with the survival issue of success measured by profit, have long had a tradition of active training and development work with personnel at all levels in the organization. Staff development is used to assure that new and existing efforts are competently staffed and that new and existing clientele are well served. This tradition has resulted in an active, although informal, exchange of program ideas, learning packages and training and development personnel. However, in the library field, other than being seen as part of the administrative function, staff development work has had little consistency or direction.

One of the most helpful and constructive attempts to effect change in this situation is to offer the library field encouragement and means to assist librarians engaged in continuing education and staff development efforts. One approach is to enable individual library personnel to participate in continuing education and staff development in order to improve needed knowledge, skills or attitudes relevant to their tasks and responsibilities in the library. Another approach is that of "institutionalizing" such efforts in organization programs which integrate staff development as a function with other library functions: public services, technical services, supervision and outreach.

Outcomes likely to result from considerable effort and resources spent on the first approach are very limited for those efforts do not significantly change the availability of staff development opportunities. Outcomes from the second approach are much more probable to achieve long-term results that extend beyond individual competency. Organizationally based staff development programs seek to build healthy individuals in a healthy organization. Such programs build learning and growing opportunities in a sustained and supportive environment.

Staff development programs are essential to assure that the organization and the individual have a chance to grow and change and develop. Rather than placing the sole responsibility on the individual to absorb the learning and to make useful applications on the job, the staff development program is a chance for the organization and the individual together to look at what learnings are needed to determine how they can be feasibly obtained and to decide when and how they can best be applied.

What the library field needs is people with skills to develop programs, interdisciplinary links with adult education and training development, and relevant tools to adapt to the library organizations. From this context of need evolved the Institute for Training in Staff Development. The Institute was jointly funded by the U. S. Office of Education under the Higher Education Act, Title IIB and the Western Council for Continuing Education and Library Resources through the Western Interstate Commission for Higher Education in Boulder.

This year-long Institute program involved forty-one participants from 12 western states in a sequence of training activities which were designed to help each conceptualize and formulate a staff development program for their organization. The Institute was intended to increase the commitment and the ability of western libraries to effectively train and utilize personnel resources responsible for developing and implementing library services. The objectives were:

1. To increase the number and improve the quality of established staff development programs within libraries, library systems and state library agencies in the West.

2. To establish that the staff development function is essential to build and maintain an efficient and effective delivery system for library services.
3. To develop the nucleus of a western regional network of library training and development personnel to assure that inservice staff development efforts, once planned, can be sustained and that new training programs can be generated and shared.
4. To increase the possibility for influencing library systems and agencies not directly involved in this Institute to create new staff development programs or to utilize tested components from the models developed and disseminated by participants of this Institute.
5. To address the specific and unique needs of ethnic minorities and women in staff development programs.

The training activities included a Mini-Workshop on Needs Assessment conducted during the summer of 1975. This activity highlighted the importance of needs assessment for staff development and presented ideas for how to conduct that process. Late fall of that year, a Basics Workshop helped participants use their needs assessment information to form the basis for planning the components of a staff development program for their organization. Two regional Problem-Solving Clinics were held in the spring of 1976 to refine, polish and evaluate participant staff development programs. Each training activity assembled faculty and resource people experienced in library staff development work.

Supplementing the training activities, several additional aids were provided each participant. Four books were provided: Conroy's Staff Development and Continuing Education for Library Personnel; Sheldon's Planning and Evaluating Library Training Programs; Leonard's Assessment of Training Needs; and Chabotar's Evaluation Guidelines for Training Programs.* A Needs Assessment Survey Instrument was

* Full citations can be found in the Staff Development Bibliography on Page 125.

developed by the Institute staff and suggested as a possible model to be adapted by those participants uncertain about what approach to use. Later, an alternative needs assessment method was demonstrated as a Delphi sequence was used to assess participant needs for the Problem-Solving Clinics. During the Institute, a Staff Development Information Exchange was developed by the Institute staff. This newsletter served to provide a means to exchange ideas and tips for useful resources. The Final Report of the Institute details each of these tools, explains how they were used and includes copies of many of the forms.*

One of the most immediate and significant outcomes of the Institute is this contribution to the library field -- a book of models of staff development programs for large libraries and small, for library systems and for statewide efforts. Examples of staff development programs specifically planned for library personnel has been indicated strongly as a need. Since none now exist in published form, this is a significant addition to the staff development literature within the library field. The publication of this Model Book makes available a wealth of thoughts and plans and hopes that can stimulate others to move ahead with staff development efforts in libraries, library agencies and library systems not directly involved in the Institute.

This Model Book is, in a very real sense, an accomplishment in response to one of the Institute objectives. Its purposes are:

- to extend the benefits of the Institute beyond the immediate participants,
- to provide the opportunity for the exchange of ideas in regard to staff development programs,
- to prompt participants to articulate and communicate their plans for staff development in their organizations,
- to provide a "reader" in staff development that will assist others in the formulation of plans in their organizations.

* The Final Report of the WICHE/USOE Institute for Training in Staff Development is available at cost from the WICHE Publications Office, P. O. Drawer P, Boulder, CO 80302, and through ERIC.

Several factors should be kept in mind by those who use this compilation. In most cases, these models are drafts and describe what is planned at this point. Internal and external circumstances are likely to alter draft plans so each model should be considered as subject to change before full implementation is accomplished. Some models are comprehensive and in depth; others represent initial thinking and planning. Some indicate broad staff involvement in their development. Others are largely the result of one person's interest and initiative. The diversity in approach and in intent -- as in format -- is impressive and realistic. Staff development in libraries is just beginning to be recognized as an essential function. Since this view is relatively new, staff development has not evolved traditional patterns and, as these programs reveal, the major characteristic is that of diversity.

Many Institute participants have contributed staff development models for this compilation in order to share ideas and plans with others. Twenty-one models are offered here for review and for possible adaptation to other situations. Each model provides a means to help establish a personal or organizational contact with others about mutual interests and concerns. Section I includes models designed for staff in a particular library agency or library system. Section II presents models to improve staff competencies on a state-wide basis. The models have been edited and, in some cases, abstracted from much longer and more detailed plans. Both the person and the organization are identified to enable users of this Staff Development Model Book to follow up directly with the contributor on questions or shared areas of interest.

This Model Book includes an overview of the necessary components for a successful staff development program to provide a context for examination of the models. Each model is separated by a gold divider sheet which identifies the Institute participant and organization submitting that Model. The editor's comments highlight those components which are strong features of that model and sometimes indicate conditions or qualifications important for an adapter to know. The divider sheet also provides space for notations for personal use. Concluding the volume is the Staff Development Bibliography used by the Institute. This will be useful for others who wish to pursue their interest in staff development.

An Overview of Staff Development Programs in Libraries

In order to be effective, staff development efforts in libraries, in library agencies or in library systems must have direction, consistency and relevancy. To assure these qualities, a program of staff development activities must be planned to meet real needs of the individual staff members and of the organization. Sporadic, scatter-gun approaches to staff development offer an excellent chance of expending time and funds that are in short supply, frustrating the steady growth of personnel and providing counterproductive training outcomes for the organization.

In some cases, a staff development program will evolve from efforts to coordinate existing isolated training activities. This is particularly true where the activities have met a strongly felt need and have been well done and have created a hunger for more and better and different activities. In other cases, staff members, feeling the need for a more systematic method assuring effective staff development efforts, have devoted their personal interests to formulating and gaining institutional acceptance for a plan of staff development for the organization. These models illustrate both of these approaches. A third alternative, often found in the real world, is that of continuing to rely on individual staff members, who feel the need to learn and grow, to find their own way to discovering and utilizing available opportunities for engaging in continuing education.

The responsibility for staff development is shared. Certainly the individual is a center focus for that person is the one who applies to the job the knowledge, skills and attitudes which are learned. The organization is also responsible because organizational efficiency and effectiveness and resources are affected directly and indirectly through staff development as the organization grows. State agencies and professional associations also have some responsibility for their missions are usually based on improving library services and that, in turn, relies on competent library personnel. However, state agencies, library schools and professional associations are limited, with few exceptions, to

offering continuing education opportunities which can be utilized only as a part of the staff development program of a library, agency or system.

The responsibility is shared. The commitment for staff development must also be shared. The individual's commitment usually evolves from the need to learn and grow together with the sense of accomplishment and satisfaction that comes from increased competence. Individual commitment is evidenced by active learning and application of learnings to the job situation. The organization's commitment most often evolves from the belief and evidence that the results are worth the investment. Organizational commitment is evidenced by formal policies and rewards to encourage active staff involvement as well as by an implicit climate of support.

Whether launching a new or revamped staff development program or building toward linking presently existing activities into a program, the distinction between a program and activities needs to be made. A program of staff development would include a variety of learning opportunities such as on-the-job instruction, orientation, workshops, professional reading, staff meetings and job rotation. The program would have comprehensive and long-range goals and objectives, such as: "to upgrade personnel competencies in all public service areas in order to provide better service to patrons," or "to enable personnel learning opportunities to assist in major organizational changes over the next five years."

The activities within the staff development program would each have separate objectives. An activity such as job rotation might have objectives such as: "to increase the ability of more staff members to do more tasks in order to provide greater organizational flexibility in job assignment," or "to offer diverse training opportunities for all incoming librarians prior to permanent assignment of responsibilities." Objectives for activities must be congruent with program objectives.

Thus, a program, as defined in this Institute is a series of staff development activities. A staff development program includes several components. The first two of these are necessary to perform in sequence: the needs assessment process and the formulation of objectives. The needs assessment process consists of those methods which are used to identify, specify and prioritize needs of staff in the organization.

Methods which can be used include written forms, individual or group interviews and/or personnel evaluation records.

The formulation of program objectives can be expected to take a considerable amount of time to do well. Objectives are rarely easy to establish and this is particularly true where those objectives affect all staff members in an organization. There are many kinds of objectives that can be defined but simple, specific and clear language will do more to assure understanding and agreement than will vague, ill-defined or unrealistic ones.

Following the needs assessment and the setting of objectives, there is no prescribed "right" sequence for the other components. At some point, the resources that are available and that are needed must be identified to assure the feasibility of the program. These resources include time, money, facilities, and people. Full consideration of alternative methods with which the objectives might be met is helpful to assure that the best possible alternative is selected.

Determining the steps to successful implementation includes the identification and preparation of learners, planning for the most effective learning activities and techniques of instruction, selection of appropriate and skilled training staff, provision of supportive materials and facilities conducive to learning and to the application of those learnings on the job. Means of evaluation are essential throughout the program not only to measure outcomes and results but also to provide feedback for program modification. Evaluation is not only done at the end but throughout to provide information for sound decision-making during the program.

Staff development must be seen as an investment as well as an expense. Staff development efforts are costly. The return on the investment depends on the soundness with which the investment was made. Personal and organizational resources invested in an unsound staff development program are likely to have little productive return. Poorly planned staff development will be costly with negative returns. Sound staff development efforts will yield individual returns such as interest, ability, application of learnings, job satisfaction and higher morale and organizational returns of increased effectiveness and efficiency. These returns all add up to better library service.

SECTION I STAFF DEVELOPMENT MODELS IN LIBRARIES, AGENCIES AND LIBRARY SYSTEMS

MODEL 1

PARTICIPANT.....Bob Carmack

ORGANIZATION.....I. D. Weeks Library,
University of South Dakota,
Vermillion, South Dakota

DATE.....Draft of May, 1976

COMMENT:

Each objective for this staff development program incorporates regular library activities with the special training efforts needed to accomplish that objective. This model obviously integrates the staff development efforts with functions done throughout the whole institution, which serves to make the most of time, energy and money resources. The affirmative action consideration evidences commitment to those principles and enhances the organizational benefits that can come from active efforts on affirmative action.

Environment

The I. D. Weeks Library serves as the major library for the University of South Dakota. Housing some 275,000 volumes, the library is the largest in the state and serves as a major resource for the entire state of South Dakota. Professional libraries serving the School of Law and of Medicine plus a small library serving the Chemistry Department are also located on campus. The two professional schools are autonomous in governance while the Chemistry library is a branch of the I. D. Weeks Library. There are currently eight (8) full-time equivalent professional librarians, twenty-four (24) full-time Career Services Employees and a complement of student assistants on the staff of the Weeks Library.

No organized training program exists within the library with the Director being responsible for continuing education functions for the entire staff.

NEEDS ASSESSMENT

An administrative decision was made early on to limit the initial training program to professionally trained librarians. As such, a survey instrument was developed and administered. After each librarian had completed the form, an interview with each person was conducted. This served not only to provide insight into responses but to clarify areas of concern and to measure attitudes.

AREAS OF NEED FOR TRAINING

After review of the survey, the needs were grouped into three loosely defined categories: 1) New information; 2) Concepts, and 3) Content.

1) New information was categorized as needs for training in programs which were of concern and in which the staff had little or no experience. Areas of needs identified were: 1) Space; 2) Networking; 3) Data Processing.
2) Concepts are defined as needs which have their base in principles and ideas but which require application by the individual. Respondents placed emphasis on refresher/review training. Two areas of concern were identified as priorities:
    a. Management skills
    b. Interpersonal Communication/Human Relations
3) Content needs were identified as those which required understanding of a specific body of knowledge. These were identified as:
    a. Government Documents
    b. Non-print media

STAFF DEVELOPMENT PROGRAM

Goal: To provide the professional librarians with the information and skill needed to maximize library service at the University of South Dakota.

OBJECTIVE 1: Decision making in the next five years will be facilitated by librarian's understanding of current space problems.

Action Plan

1. Prepare bibliography of relevant material; compile existing information and reports on space in the I. D. Weeks Library and distribute to librarians by September 1, 1976.
2. During FY1977 hold monthly meetings to discuss space alternatives
    a. Invite Director of Physical Plant to one meeting to discuss space.
    b. Bring in outside resources as available, e.g., architects and planners.
3. Prepare and adopt guidelines for weeding collection by January 1, 1977.
4. Coordinate library faculty discussion with library Division of the University Faculty Senate through quarterly meetings.
5. Develop game plan for library space by January 1, 1977.

Major Resources to be Used

1. Report of ad hoc Library Planning Committee
2. Bibliography of related information

Major Resources to be Used (cont'd)

3. Director of Physical Plant
4. Self learning/experiences of library faculty
5. Handouts/reprints of particularly germane articles

OBJECTIVE 2: To create an awareness of current and potential applications of library automation and networking.

Action Plan

1. Create a system, by September 1, 1976, for dissemination of information to library faculty on library automation and networking.
2. During calendar year 1977 hold quarterly discussion session with library faculty.
3. Invite at least one outside resource person to USD campus for seminar during FY77.
4. Encourage participation and attendance in automation/networking related continuing education activities each fiscal year.
5. Encourage enrollment in formal courses as available and appropriate during FY77.

Major Resources to be Used

1. Literature available in periodicals and books
2. Library of brochures, pamphlets, reports, . . .
3. Expertise of librarians in state and immediate area
4. Bibliography of related material

OBJECTIVE 3: To develop library faculty training programs in management skills and interpersonal relationships on an annual basis.

Action Plan

1. Arrange with USD School of Business to conduct an annual seminar on library management and interpersonal relationship.
2. Develop orderly system, by September 1, 1976, to facilitate library faculty awareness of continuing education programs available on this subject.
3. Encourage, and support financially as far as possible, attendance by library faculty to at least one related continuing education function in FY77.
4. Prepare bibliography of appropriate resources by January 1, 1977.

Major Resources to be Used

1. School of Business faculty
2. Director of Personnel, USD
3. Pre-packaged programs available through organizations, CLENE, and related groups.
4. Bibliography of information

OBJECTIVE 4: By January 1, 1978 librarians will have a greater understanding of government documents and will be able to more effectively interpret them to library users.

Action Plan

1. Plan at least two concentrated presentations in FY78 for library faculty by USD Government Documents Librarian.
2. Coordinate, with State Library, two (2) one (1) day workshops on government documents for all interested librarians in Fiscal Year 1978.

Major Resources to be Used

1. Government documents collection, USD
2. Government document library specialists at USD and in state and/or immediate area.

OBJECTIVE 5: During FY77 to create and foster an awareness on the part of library faculty of non-print media and its role in the dissemination of information.

Action Plan

1. Develop five year master plan for non-print media instruction by January 1, 1978.
2. Plan at least four (4) one-hour workshops on non-print media utilizing resources in the Learning Resources Laboratory and the Educational Media Center during 1977.
3. Hold at least four (4) one-hour presentations on instructional role of non-print media by staff of the Educational Media Center (In conjunction with Action Item 2) during 1977.
4. Coordinate with EMC and State Library two (2) one-day workshops on media for South Dakota librarians in calendar year 1977.

Major Resources to be Used

1. Learning Resources Librarian
2. Director and Assistant Director, Educational Media Center, USD
3. Head of Educational Television and facilities of KUSD
4. Media Specialists in-state and immediate area particularly at State level
5. Bibliography of relevant materials

AFFIRMATIVE ACTION CONSIDERATION

The University of South Dakota Affirmative Action Policy shall govern the activities of this Staff Development Program. Two sections are particularly important: 1) General Policy; and 2) Article VII C Education and Training.

1) Policy

"It is the policy of the University of South Dakota in so far as the University can control, that no person will be favored or discriminated against for reasons such as race, color, creed, religion, sex, ancestry, national origin, or physical or mental handicap. Equal opportunity for employment in both academic and non-academic positions shall be assured all applicants and equal access to programs, activities, facilities, and benefits shall be assured all employees."

2) Education and Training

1.1 Committed to the concept of upward mobility, the University will continue to develop employee education and training programs, participation in which is based solely on ability, experience and job requirements.

1.2 Employees, including women and minority group members will have opportunities for enhancement of skills, performance at highest potential and advancement in accord with their capabilities.

1.3 Awareness of minority cultures and the special problems of minorities and women will be included in employee training and education programs.

1.4 JoL classification and restructuring procedures will be flexible enough to establish career ladders and lattices.

1.5 Internships and teaching assistantships will be available on a non-discriminatory basis.

Evaluation Methods

1. Feedback of participants
2. Survey form to be administered as appropriate
3. Performance evaluation (empirical only)
4. Where appropriate and possible, outside evaluator
5. If available through University curriculum, grade received
6. Progress at target date
7. Reports of participants in outside activities

Anticipated Outcome

1. More understanding and productivity
2. Increased level(s) of expertise
3. More appreciation of, and participation in, decision making process

SECTION I STAFF DEVELOPMENT MODELS IN LIBRARIES, AGENCIES AND LIBRARY SYSTEMS

MODEL 2

PARTICIPANT.....Martha Julaphongs

ORGANIZATION.....Multnomah County Library
Portland, Oregon

DATE.....Draft of May, 1976

COMMENT:

This action plan uses staff development activities and objectives to work toward the needs of the organization which were defined in the needs assessment process. For each area of need, the situation is clearly and briefly described and relatively specific objectives are set forth. Activities are then based on those objectives in short and long-range time frames. Linkage is made with existing staff development efforts which, though useful, were not coordinated before the formulation of the staff development program outlined here.

Environment

Multnomah County Public Library employs 255 full time staff and approximately 100 part-time staff. Of the full-time positions, 75 are professional librarians and the other positions include para-professional, clerical, page and maintenance staff. The system includes a Central Library, sixteen branches and an Extension Headquarters. The system is separated geographically as well as by specialized subject departments and service units. There has not been a coordinated staff development program even though a number of individual programs have been undertaken.

NEEDS ASSESSMENT

The first activity was to identify staff needs. Using the survey instrument developed at the Needs Assessment Workshop in San Francisco in July, 1975 as a tool, a staff assessment was completed and the findings compiled in a brief report. These results were presented to the Library Director and the Advisory Council for review.

Five major needs were selected and prioritized in terms of frequency mentioned and the immediacy of the problem. The following goals and objectives were then drafted.

GOAL

To improve library service through an effective staff development program for Multnomah County Public Library.

CIRCULATION SYSTEM

Situation: The Library will be installing an automated circulation system and plans to have the Central Library on-line by May 1, 1976 with 16 branches on-line within the following year.

Objective: To develop staff public relations skills in dealing with the public during the conversion period until all agencies are on-line.

STAFF COMMUNICATION

Situation: Staff Members feel there are no effective means of communication with administration from all levels to the level above.

Objective: To improve staff morale by opening new channels and strengthening existing channels of communication.

STAFF INPUT FOR DECISIONS

Situation: Decisions need to be made in 1) budget reductions, 2) materials selection, 3) fringe benefits, and 4) major changes, such as conversion to LC Classification.

Objective: Devise techniques for obtaining meaningful staff input in the decision-making process.

CONVERSION TO LC CLASSIFICATION

Situation: The Library will be converting to the Library of Congress Classification System beginning in January, 1977.

Objective: To outline a program of staff and public education in the use of the LC Classification System.

ORGANIZATIONAL GOALS

Situation: Currently there are no written specific organizational goals either long-range or short-range for the system.

Objective: To outline a plan for the formulation of written organizational goals and to plan a staff information program regarding these goals.

IMPLEMENTATION

Implementation of this program was planned as a two phase operation. Phase I involved the Institute participant taking the first objective and following through the planning and implementation process as demonstrated during the Institute. Phase II will include the planning and implementation of the total program over a longer period of time.

PHASE I

Situation: The Library will be installing an automated circulation system and plans to have the Central Library on-line by May 1, 1976 with 16 branches on-line within the following year.

Objective: To develop staff public relations skills in dealing with the public during the conversion period until all agencies are on-line.

The following activities were outlined as the most practical and feasible methods for achieving this objective:

a. Orientation for clerical, para-professional and professional staff at the operations center to introduce the staff to the hardware and to give them "hands-on" experience in the operations and capabilities.

b. Small group discussions to provide a background of information and awareness for the change in systems and the need for this change.

c. Distribution of written information to the staff including: 1) handouts for the public, 2) fact sheets for the staff to keep them aware of new developments, and 3) sample questions and answers that provide a basis for staff response to public inquiry.

d. A slide-tape presentation was developed to use with the public when more than a simple verbal answer is required.

The orientation and small group discussions were held during December, 1975 and January, 1976. The written information and slide-tape presentation were introduced during March, 1976 and are still in use.

Evaluation of the program is still being done. This includes written and verbal feedback from the staff involved. Public reaction to the change is being monitored and the negative responses are being considered for further staff training needs.

PHASE II

As a result of the Institute the following objectives and activities are outlined as the basis for a coordinated program.

OBJECTIVE: Assign the responsibility for the design and implementation of a staff development program to a Staff Development Committee and have the Committee operating by October 1, 1976.

Activities:

1. The Advisory Council will consider the make-up and the scope of the responsibility of the Staff Development Committee and approve the formation of this committee by July 15, 1976.

2. The Council proposal will be submitted to the Staff Association Executive Committee for consideration and recommendation by August 1, 1976.

3. Committee positions will be filled by September 1, 1976, based on recommendations derived from Activity two.

4. The committee will be charged with their responsibilities and given the authority to begin their work by October 1, 1976.

OBJECTIVE: The Staff Development Committee will be involved in a two month training program that will include the basic techniques of planning covered in the WICHE Institute.

Activities:

1. The Institute participant will conduct a training program in planning techniques for the Staff Development Committee during October and November of 1976.

OBJECTIVE: An evaluation of existing and on-going activities in the field of staff development will be made by the Staff Development Committee and their recommendations for the continuance or curtailment of these activities will be made to the administration.

Activities:

1. Evaluation of the staff exchange program.
2. Evaluation of Orientation for new staff.
3. Evaluation of course work supported financially by the Library.
4. Evaluation of departmental staff meetings.
5. Evaluation of informational communication systems.
6. Recommendations presented to the Library administration for action.

OBJECTIVE: Review the needs assessment conducted during the Institute and update where needed.

Activities:

1. Analyze the original needs assessment and the results.
2. Conduct further assessments to elicit the current staff needs.

OBJECTIVE: Consider activities outside those currently being conducted and recommend as needed to meet the needs expressed in objective four.

Activities:

1. Survey the apprenticeship program currently being used in California.
2. Study library programs using management by objectives techniques.

EVALUATION

Evaluation of this program will be an integral part of the planned activities. The self-evaluation technique will be essential to the planning and implementation of a flexible program that will meet the complex needs of a staff of this size and diversity.

MODEL 3

PARTICIPANT.....Dolores Fay Laners

ORGANIZATION.....Clark College Learning Resources Center
Vancouver, Washington

DATE.....Draft of May, 1976

COMMENT:

This comprehensive and detailed model includes a sound and exhaustive needs assessment effort upon which is built a program with measurable objectives detailed, activities planned and evaluation techniques described. With this sound a planning basis, the risk of serious difficulties is minimal from within the organization. The planning in this model represents about 90% of the essential effort required for a successful staff development program.

Environment

Located in the southwest corner of Washington state in close proximity to a large populated metropolitan center of another state, the Learning Resources Center (LRC) of Clark College is a program designed to support instruction within a community college district. The college has district responsibilities that cover two counties and part of a third county, for a total area of 3,253 square miles.[1]

The LRC maintains an extension called a LRC Learning Satellite in the Vocational Occupation area located on campus, and also supplies reference and developmental educational materials to the college's Adult Learning Center outpost located in Bingen, Washington several miles away from the campus in a sparsely populated area in the far eastern corner of the district.

The physical plant for LRC programs consists of space within two separate buildings. Presently in the midst of finalizing details for a building remodeling project scheduled for construction in the Summer of 1976 with completion by Fall 1977, projections are to house all LRC programs under one roof.

Operations for the LRC are maintained by a staff of 1 administrator, 1 coordinator, 5 professionals, 7 part-time other professionals, 7 classified persons, and help from a group of student assistants which fluctuates in numbers from 27 to 35 persons.

Responsible for three distinct programs called Library Services, Media Services, and the Learning Center, the Clark College LRC is the result of a two-year effort to reorganize, to combine some programs, add new services, and to compromise internal program budgets through group consensus as a team effort to serve the institution as a total support agency to instruction. As a support agency to instruction the LRC worked together as a team during that two-year period without an LRC Director. Going into a third year and still without a LRC Director, one team member was unanimously elected by the team to serve as the LRC Coordinator with responsibilities to administer the overall LRC program, to coordinate efforts in planning and to work with an appointed Associate Dean in articulating LRC programs at the administrative level.

Although the college has a Staff Development Office with support from the administrative level, with funds, and a good written Affirmative Action policy and program, no well organized training program exists on campus or within the district for the following:

Women in management
Promotional opportunities for LRC classified personnel
Continuing education programs for community college LRC personnel at the management and/or mid-management levels
A variety of training programs to meet the needs of utilizing present LRC staff for implementing and carrying out LRC goals and objectives

Although a state continuation education program exists for libraries as a responsibility of the state library, the emphasis is on public libraries. This leaves the two year academic libraries with a minimum of needs met in the area of staff development. Support from the Graduate School of Librarianship located within the northern part of the state is for aspiring professionals only.

1 Washington State Office of Program Planning and Fiscal Management. Pocket Data Book 1975 (Olympia, Washington: January 1976), pp. 180,208,228.

NEEDS ASSESSMENT

Staff development as a program is recognized as a high priority in the overall LRC program planning. As a result, enthusiasm and interest were already a generating factor for involvement of the LRC in the WICHE-USOE Institute for Training in Staff Development.

For the purpose of analyzing LRC organizational needs as well as individual needs, a modified version of the WICHE questionnaire was distributed to a sample group which consisted of 80% of the LRC staff.

The staff was orientated to the process and procedures for completing the questionnaire in three sessions. Sessions I and II were regular staff meetings of the LRC Team which includes only administrators and full-time professionals that head distinct LRC programs. Session I served to announce the program and bring the LRC Team up-to-date about the progress of the WICHE Institute. Session II gave the opportunity to explain the procedures for completing the form, and to allow discussion concerning the format and clarity of intent from the questionnaire. The third session was a series of special staff meetings held within each LRC Program area and included all support staff members such as classified and student helpers, as well as the Head of the Program area. The questionnaires were distributed at that time and all other staff members who desired to participate were allowed to be included.

NEEDS SUMMARY

Findings from an analysis of the needs assessment device indicate that strengths of the LRC are found within its internal program cooperation, staff attitudes, a high morale, present talents and capabilities, experiences brought from outside of the LRC, and a strong service posture. Such strengths indicated must continue to be applied to the increasing external pressures to be flexible within existing LRC programs and also versatile for future LRC program changes.

The lack of a LRC Director is a major factor of weakness currently hindering LRC programs in implementing goals and objectives. Prioritizing the position of LRC Director can be a vital element in presenting leadership direction and visibility of LRC programs to the institution's administrative and legislative levels.

The complexities of intra-library cooperation and the influence of super-management by the state system of community college education requires general knowledge of basic institutional and LRC operations. A multiplicity of specific skills among the entire LRC staff will be required for interfacing with state and regional cooperative informational systems.

There is a shortage of local institutional operational funds and of contracted campus based personnel within the LRC. Without immediacy in correction of financial constraints at the state level and within the institution's priorities, new demands and more creative ways to utilize the present LRC staff must be prepared. The long-range LRC goals considered necessary to achieve and continue an effective, efficient level of support services to the institution cannot be effected without some program of staff development.

Continued current knowledge and exposure in areas of instructional support such as: Instructional Design and Development; Graphics; Media Production; TV Production; Reference; and Government Documents.

Knowledge about basic overall LRC operations, with emphasis on information about: Organizational goals; Responsibilities of individual LRC programs; and Cooperative activities of individual LRC programs.

Specific training in basic communications that transcend departmental and institutional lines in areas of: Human relationships; Interpersonal relationships; Public relations; and Affirmative Action awareness.

Specific skills in areas of responsibilities such as:

Management - Budget analysis and information; Supervisory skills; Proposal writing; Writing job descriptions; Interview techniques; Planning skills; and Affirmative Action. Organization of materials - Government Documents; Periodicals; and Vertical File (Pamphlets). Media equipment - Audiovisual basic operations; and Microfilm. Data Processing - Terminal operations. Reference - Reference interview; Materials; and Research techniques for patrons. Public Relations - Community efforts.

STAFF DEVELOPMENT PROGRAM MODEL

GOAL: To develop an innovative model for the staff development of the Learning Resources Center of Clark College in order to ensure high quality support services.

OBJECTIVES:

1. Within the first 30 days of employment, every new LRC employee will go through a half-day general orientation session.
2. Within the first three weeks of employment, every new LRC employee will go through a period of 30 hours of on-the-job training sessions as defined by the department's handbook to which they are assigned.
3. Classified and student staffs of the LRC Public and Reference Services programs will increase their knowledge of basic reference materials by 25 percent in a nine-month period.
4. By December 1976 all LRC staff and 75 percent of the LRC clientele will be able to operate a minimum of 6 different types of audiovisual and microfilm equipment within a period of 10-minutes per each piece of equipment.
5. The LRC staff will form a committee of six who by July 1977 will develop guidelines for the purpose of using the resources of the college community for on-going training.

A - AN LRC ORIENTATION SESSION

Situation: Two strong needs expressed among classified and student staffs were: "the desire to know how the whole fits" and improved communications at all levels. Present LRC facilities are housed within two buildings and in additional space for the on-campus satellite center, resulting in some communications breakdowns and misunderstandings. The orientation session seeks to eliminate staff confusion, foster general LRC pride, and to stress the attitude of "teamanship" among all LRC program personnel.

Objective: Within the first 30 days of employment, every new LRC employee will go through a half-day general orientation session.

Activities: To provide a four hour afternoon workshop within the first 30 days of employment. Offered during September, January and April, the workshop will allow new employees to increase their knowledge by 80 percent, of basic LRC operations, an overview of all LRC programs, the LRC goals, some institutional policies that affect the LRC such as the campus's Health and Safety Committee and the institution's Affirmative Action policy.

Each new employee will receive a packet of materials concerning the LRC Public Services' Handbook, the Department handbook to which assigned, an LRC map, a copy of the college newsletter called "run-of-the Mill", a sample collection of forms and tools necessary for the individual's work station, plus a name tag, pencils and pad.

Resources: Enthusiastic staff, Media Producer, Audiovisual equipment, EEO/AAO Affirmative Action Officer, Affirmative Action Policy, LRC Department manuals and handbooks, Campus Speaker's Bureau, Campus Print Shop, and Seminar meeting room.

Evaluation: Orientation Pre-test to show entry level of competency; Orientation Quiz to show after the session is over the exit level of competency; Questionnaire to be filled out by new employees within three days of the orientation session for future recommendations, changes, and comments on the session itself, such as what should be retained. Follow-up interview to take place after the new employee has been on the job for approximately six weeks.

Final Quiz to take place within 10 weeks of employment to demonstrate competency in knowing basic LRC operations, organizational goals, campus policies on Health, Safety and Affirmative action. Competency is determined if new employee passes quiz at 85 percent or better.

All evaluation will be done by the Head of the Department to which the new employee has been assigned. The tests, questionnaire, and interview all document the effectiveness of the LRC Orientation Program and monitor the success level of the final product.

Analysis: The program was designed to accommodate the limitations of a shortage of LRC full-time staff, prime time for LRC operations, time for guests on the program, the number of new employees to be orientated at one time, and a minimum cost factor. The campus schedule does not free LRC nor instructors in other areas from classroom responsibilities until the afternoon. The afternoon sessions allow for guests as speakers (an option) to be used within an area of 150 miles and/or accommodates for airline schedules.

B - LRC DEPARTMENTAL TRAINING PROGRAM

Situation: About 64 percent of the total LRC workforce is made up of students assigned to the LRC by the Student Placement Office. The assignments are made and based on financial need as opposed to experience or personal desires. The initial interview also is handled by the college's Student Placement Office. The LRC full-time staff is concerned over the control of the student staff turn-over rate, meeting affirmative action policy goals, the expectancy and aspirations of the assigned student, and finally the quality of service to the LRC clientele by the student employee.

New staff, especially in the LRC programs, who work directly with the patron are not given sufficient time for an intensive on-the-job training period, but work with the public by demand of need. The shortage of full-time staff in lead positions result in a large number of staff being less informed about the details of their work assignment than others.

Two strong needs expressed by both supervisors and the student staff were: 1) time from the present job to acquire supervisory skills and 2) a scheduled period for in-depth training within the assigned LRC program for all new staff.

Objective: Within the first three weeks of employment every new LRC employee will go through a period of 30 hours of on-the-job training as defined by the department's handbook to which they are assigned.

Activities: To provide during the months of September, January, and April, an identical series of 14 one-hour supervised training sessions, an equal amount of practice sessions, 10 evaluation devices of 12 minutes each, and a final written report that may be taken for applied credit equivalents upon completion of the training session. A media project or an original plan for designing a lesson module may be substituted for the written report.

One of three credit equivalents will be granted upon application to the Staff Development Office for classified staff and by signing up for the LRC Developmental Education course on Library skills for students. Classified staff may apply the credit as hours toward an LRC promotional program, and students toward their General Studies Degree.

Resources: Librarians with MLS degrees and teaching experiences; Media Producer; Audiovisual equipment; Commercially prepared library individualized program packages: Educational Research Associates and Northwest Regional Educational Laboratory. Washington State Library Continuing Education Program packages; Central Seattle Community College instructional program called: "Efficient Library Techniques"; Pacific Northwest Bell Laboratories - a film on public relations; Seminar meeting room; TV Studio; Video equipment; Department manual; and Workbooks with lesson plans.

Evaluation: Departmental pre-test to show entry level of competency; Final test to measure exit level of competency; Ten 12-minute quizzes to measure progress of the student; Practice sessions - demonstration of on-the-job competency; Written report at the completion of the course as a measure of the cognitive application of the training sessions. Passage of the evaluation devices at 90 percent or better for each lesson will demonstrate competency of the new employee to work with minimum supervision at their assigned workstation.

Analysis: The program was designed to accommodate the limitations of a shortage of LRC full-time staff, prime time for LRC operations, flexibility of schedules to accommodate student and supervisory staff needs, the number of new employees to be trained, and a minimum cost factor.

C - REFERENCE MATERIALS

Situation: The LRC Public Services classified and student staffs desire to know more concerning basic reference materials in order to help LRC patrons in the evenings, during vacation periods, or during hours that the professional is not available. Their concern is not to be a Reference Librarian, but to discern by correct evaluation of the interview process if they can help the patron or refer the patron's inquiry to the professional for processing at a later time.

Objective: Classified and student staffs of the LRC Public and Reference Services programs will increase their knowledge of basic reference materials by 25 percent in a nine-month period.

Activities: From a selected list of 100 titles devised by the Reference Librarian a minimum of 25 basic reference works including 5 indexes and 15 other titles of the staff member's choice from the selected list will be studied for thier uniqueness and value for first level or an immediate answer type of information inquiry. Examples of typical patron inquiries will be used and studied. The staff member will be expected to know the coverage of the reference work, authority, arrangement and typical questions the work can be used to answer, as well as know at least one special or unique feature of the work that set it apart from another work of similar emphasis.

A worksheet form is to be filled out as a study guide for each reference studied. The worksheets will be turned in for evaluation to both the Reference and Public Services Librarians.

Resources: Librarians with MLS degrees and teaching experiences; Clark College LRC Reference collection; Commercially prepared library individualized program kits; Filmstrip on reference materials; and Bibliographics of reference guides and sources.

Evaluation: The staff member must pass at 90 percent two examinations which will determine the competency of the member in working with patrons: 1) A written test of sample questions covering the material studied; and 2) An oral demonstration test using the staff member in an simulated reference interview situation.

Analysis: The program was designed to accommodate the limitations of a shortage of LRC full-time staff, prime time for LRC operations, flexibility of schedules to accommodate staff needs, suitability of staff member in a reference situation, and minimum costs. The selective reference sources were devised from those materials most heavily used for the first level inquiry and of immediate value to the LRC student clientele.

D - AUDIOVISUAL EQUIPMENT

Situation: One of the goals of the LRC is to centralize circulation which resulted in media equipment and materials being assigned as a responsibility of the Public Services department. With current emphasis on independent studies and a heavy usage of media in disciplines of Health occupations within the LRC, a high rate of damage is maintained by both the patrons and inexperienced LRC staff in the use of audiovisual equipment.

The quality of the LRC's Independent Studies Program and the service aspect of the Public Services Program demands an abundance of quality and available equipment at all times.

Objective: By December 1976 all LRC staff and 75 percent of the LRC clientele will be able to operate a minimum of six different types of audiovisual and microfilm equipment within a period of 10 minutes per piece of equipment.

Activities: By the use of a LRC designed individualized self-instruction module training program, scheduled to start in the Fall of 1976, each staff member or an LRC patron desiring to use one of the listed audiovisual media equipment will teach themselves the basic operations. After three practice sessions most persons will be able to operate the equipment within a time period of ten minutes or less without any supervision.

Resources: Audiovisual equipment; AV instruction or procedures sheets (Manufacturer's operational sheets); Media Technician; Media presentations (Video, film, slide-tape); TV Studio; and Independent Studies area.

Evaluation: Under supervision the persons to be trained will be given a media situation that will require competency of the operational processes by "trouble-shooting" procedures for set-up, start, and stop properly. Passing the situational type demonstration test at 100 percent determines the competency of the person to operate the equipment. A questionnaire after each lesson module is to be filled out by the person being trained.

Analysis: The program was designed to accommodate the limitations of a shortage of full-time LRC staff, prime time for LRC operations, flexibility in schedules, and minimum costs. Self instruction allows for individual learning paces and motivation.

E - ON-GOING TRAINING PROGRAM FOR CLASSIFIED STAFF

Situation: Presently there does not exist a program whereby the classified staff of the LRC can obtain promotional or supervisory training. Few workshops or courses are offered within the district to satisfy: 1) the experience appitude of LRC classified staff presently employed, nor 2) satisfy some of the college's affirmative action goals.

Objective: The LRC staff will form a committee of six who by July 1977 will develop guidelines for the purpose of using the resources of the college community for on-going training.

Activities: The committee will consist of the LRC Coordinator, the Department Heads of Public Services and Technical Services, two Classified staff members and the current Staff Development Officer.

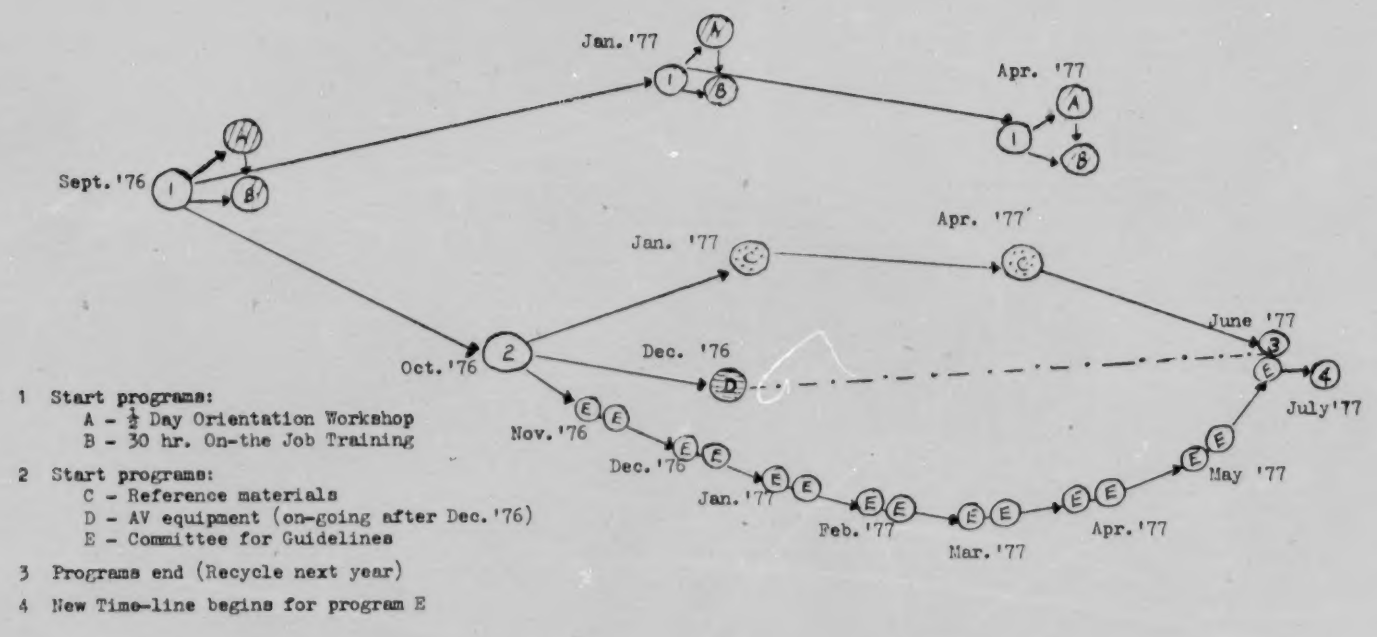
Once every two weeks, the committee will meet for the purpose of analyzing data to be collected concerning present job descriptions of the LRC classified staff, a needs assessment, and surveys of available resources on campus. Inter-departmental meetings are to be scheduled and arranged for informational exchange.

Previews of commercially prepared learning packages and utilization of state and regional resources for examples of prepared instruction such as the Washington State Library's Continuing Education Office, WICHE, and CLENE are to be conducted.

Resources: Enthusiastic staff; Staff Development Office; Inter-departmental cooperation; and Audiovisual equipment.

Evaluation: Questionnaires; Interviews; Needs assessment; and The final product of the Guidelines that are acceptable to administration and the classified staff.

Analysis: This is a first step in a proposed on-going training program designed for classified staff to have the opportunity to up-grade present skills and/or have promotional opportunities.



1 Start programs:
- A - ½ Day Orientation Workshop
- B - 30 hr. On-the Job Training

2 Start programs:
- C - Reference materials
- D - AV equipment (on-going after Dec.'76)
- E - Committee for Guidelines

3 Programs end (Recycle next year)

4 New Time-line begins for program E

STAFF DEVELOPMENT PROGRAM TIME-LINE

SECTION I STAFF DEVELOPMENT MODELS IN LIBRARIES, AGENCIES AND LIBRARY SYSTEMS

MODEL 4

PARTICIPANT.....Wendy Muchmore

ORGANIZATION.....Regional Resource Center
Washoe County Library
Reno, Nevada

DATE.....Draft of May, 1976

COMMENT:

This model illustrates three major areas within the staff development program -- each with separate responsibilities and organizational structures. Yet each fits within the overall program goal. The needs assessments have provided the basis for short-term training activities but are also the starting point for long-range planning. The evaluation criteria define what measures of skill level were attained as a result of the training.

Environment

Washoe County Library, Reno, serves as the northwestern Regional Resource Center, from which the state and federally funded Regional Library Programs are coordinated for 13 city and county libraries encompassing an area of 69,731 square miles with a population of 226,746.

The regional programs have three parts; a film circuit (Nevada Library Media Cooperative-Northern Section), interlibrary loan (Information Nevada), and Regional Resource Center Development. Each part has a different organizational structure and a different relationship to the regional programs as a whole.

To have a realistic and practical program the following existing conditions which affect library service in Northern Nevada had to be considered: geographical distances, limited time of employment of regional program staff, lack of staff time to prepare and present materials, other duties of the Regional Programs and Regional Resource Center staff.

The most practical approach was to use an appropriate needs assessment procedure for each. For example, questionnaires were used for the film circuit, surveys and meetings were used for the Regional Resource Center Development, and surveys were used for the interlibrary loan section. In the needs assessment, as well as in all other phases of the program, literature searches were made, consultations with librarians held, and meetings with administrations were used.

A goal for the overall program was established: to provide training in the different areas of the regional programs for the participating county library staffs in order that the regional programs provide greater library service to the citizens of Northern Nevada.

The sections of the regional programs will be identified with the needs as ascertained, the objectives, the training activities, and the evaluation measures:

A. The Nevada Library Media Cooperative-Northern Section is a film circuit with ten county libraries as members. Through a questionnaire and meetings, one major need was identified -- the lack of knowledge regarding the handling of films in the local libraries. The training in film handling, including recognizing damage, circulating films, how to make emergency repairs would have to be done in each member library to include all staff members. Area workshops were not adequate. The objective is to hold a three hour workshop on film handling including demonstration and practice by the participants in each county library to each staff member by December 31, 1976. The evaluation criteria will be statistical comparisons of the number of damaged films before and after the training program, and a comparison of the amount of money expended in replacement footage before and after the training program.

B. The Information Nevada part is an interlibrary loan function for five county libraries with direct use of the University of Nevada, Reno, Library for Information Nevada on a state-wide basis. The needs were for training of staff in the county libraries on the taking of requests from their patrons, verification, and submitting the requests to the Information Nevada librarian at the Regional Resource Center. Each participating county library will be visited by the Information Nevada Librarian and Assistant beginning February, 1976 to discuss the interlibrary loan procedures before December 31, 1976. The evaluation criteria will be statistical information on usage of interlibrary loan and the amount of time spent on follow-up for request incorrectly submitted.

C. The third section of the Regional Programs is the Regional Resource Center and the Regional Programs staff members. Two areas of needs were identified, collection development and training of the reference department staff and regional programs staff.

The Regional Resource Center was granted a collection development grant for regional resource materials. After assessing the needs through surveying the present collection, the number and types of interlibrary loan requests filled, and with discussion with the county librarians, the objective became to build up specific subject areas of the collection such as automobile repair materials, periodical holdings on microfilm, materials on antiques by December, 1977. The activities will include bibliographic searches, surveying the unfilled interlibrary loan requests and cooperative aquisitions with the University of Nevada, Reno, reference and serials department.

The evaluation criteria will be comparative statistical information on the number of requests filled in the subject area before and after the acquisition of the materials through the use of interlibrary requests.

Through the needs assessment process it was found that a continuing program needed to be developed to train the regional programs staff and the regional resource center reference staff in the reference department materials both current holdings and new materials as received and the familiarization with the collections of the University of Nevada, Reno, libraries. Beginning May, 1976, tours and demonstrations of the university library and services will take place on an irregular basis. Regional Programs staff will attend the UNR reference department staff meetings to be included in the discussion of the new reference materials beginning in March, 1976. Beginning in September, 1976, videocassette programs on new reference materials received and on subject areas will be produced. Staff members will view these as their schedules allow.

The funding for this training program will be absorbed by the operational and travel funds of the Regional Programs Coordinator's budget and the Regional Resource Center will provide the equipment and miscellaneous supplies to produce the materials needed. Affirmative action is a county by county function, therefore, it is not a part of this program due to the organizational structure of the various parts that make up the regional programs.

The planning as well as the implementation of the training program with the diversified areas that is must include is flexible and practical and will meet the needs as ascertained without additional expenditures.

SECTION I STAFF DEVELOPMENT MODELS IN LIBRARIES, AGENCIES, AND LIBRARY SYSTEMS

MODEL 5

PARTICIPANT.....Valerie Brooker

ORGANIZATION.....High Plains Public Library System
Greeley, Colorado

DATE.....Draft of October, 1975

COMMENT:

This model sets forth short-range and long-range objectives growing out of needs identified in a system-wide survey. An action plan is outlined which has the potential for further planning as well as for implementation and evaluation of the program. Although Ms. Brooker is now a librarian at the Santa Fe (New Mexico) Public Library the System reports that the needs assessment information is being used in conducting workshops and additional training including planning mini-workshops at regular System meetings. The needs assessment process was coordinated through System Director, Ron Stump.

NEEDS ASSESSMENT

The questionnaire was designed to help prioritize training needs of member librarians of the High Plains Public Library System. The questionnaire was first submitted to member librarians August 19 and August 20, 1975. Twenty-seven of 31 member libraries, 106 staff (including part-time), replied.

The methods of distributing the questionnaire included assigning time at system member librarian meetings to discuss the questionnaire and fill it out. Some responses came in at that time, some later, and questionnaires were re-mailed to those who didn't respond. At some libraries Valerie Brooker discussed the questionnaire at staff meetings. At other libraries the librarians interpreted the questionnaire to staff.

In interpreting results, the varying staffing patterns of member libraries should be considered; while many libraries are operated by 1-2 staff members, the larger libraries have larger staffs. In the portion of the questionnaire ranking level of need, therefore, responses were divided into two categories: librarian (a person primarily responsible for a library, large or small) and staff (a person who works with the librarian in a library operated by more than one person).

Summary of results of the questionnaire: Most respondents indicated current problems in areas outlined by the questionnaire in question 1: physical plant, financial/budgeting, community awareness and personnel/staffing. Future problems, faced by the majority of respondents, included budget/finance, issues related to space (either the lack of it or planned expansion) and personnel.

Continuing education was indicated as a high priority for the system and the preferred method of continuing education was system workshops. The majority of respondents did not participate in continuing education programs outside the system. The activity participated in by the majority of respondents was a system-sponsored workshop, "Librarians Communicate", conducted in the summer of FY1974.

Specific areas of high need given priority by librarians included, in order of response: reference, public relations, materials selection, management skills and collection organization. Specific areas of high need given priority by library staff, in order of response included: public relations, collection organization, assessing community needs, reference, and materials selection.

PROBLEM

The majority of librarians in the High Plains area have not had post-college or college training in librarianship. The system has assumed the responsibility for providing some form of continuing education to member librarians, and member librarians, in turn, give continuing education a high priority as a system service. Specific needs have been expressed through a questionnaire. The means of continuing education ranked highest is system workshops.

OBJECTIVES

(1) In FY1976 to provide system workshops to train librarians in at least four of the top five basic skill areas ranked high in need by librarians and/or library staff.

(2) To develop planning skills and strategies in library staff and trustees which will result in development of long-range plans for library service and resource building within each community served by a member public library.

ACTION PLAN

(1) Discuss survey results with member librarians to gain additional input on goals, objectives, and for implementation.

(2) Familiarize system member librarians with the planning process involved in designing and implementing a workshop.

(3) Form sub-committees of interested librarians to help develop each workshop to be presented within the system.

(4) Conduct at least four workshops in the identified areas of concern, wherever possible within the framework of the regular eight-week meetings of system member librarians or of the Continuing Education Program of the Colorado State Library. These workshops will be planned jointly by HPPLS and sub-committees of interested librarians.

(5) Follow workshops with consultant visits to librarians and trustees to provide guidance in practical application of workshop skills, particularly with reference to development of long-range plans in each community.

EVALUATION CRITERIA

(1) The four workshops will be designed and conducted as planned.

(2) Participants will achieve acceptable levels of competency as measured by evaluation tools established for each workshop.

(3) All member public libraries, in FY1976 will have begun long-range plans for their communities, emphasizing initially strategies for adequate collection development and programs for creating public awareness of library services.

SECTION I STAFF DEVELOPMENT MODELS IN LIBRARIES, AGENCIES AND LIBRARY SYSTEMS

MODEL 6

PARTICIPANT.....Haul M. Reddick, III

ORGANIZATION.....Mohave Community College
Resource Center
Kingman, Arizona

DATE.....Draft of March, 1976

COMMENT:

Two major strengths are present in this staff development program; One, the involvement of the total staff in the development of the program. The program capitalizes on the apparently commonly shared need of the total staff for reference and audiovisual equipment skills. Two, the logical and clearly articulated measurable objectives are a basis for evaluating the success of the program and for planning and decision-making as the activities are implemented. Particularly commendable is the identification of alternative approaches to meeting the objectives for the program activities.

The model does not specify just how the staff was involved or how future staff development activities will be planned. In most organizations, either of two options can be utilized -- a regular policy and procedure of using ad hoc planning groups for different activities or a continuous staff group to plan how to address staff development needs.

NEEDS ASSESSMENT

The Resource Center staff consists of three classified (clerical) employees and one professional librarian. The staff is small and intimate enough that a group analysis of needs was an appropriate needs assessment technique. At a regular staff meeting, the idea of staff development and the WICHE/USOE Institute for Training in Staff Development was explained. As a warm-up for a group discussion, a modified version of the WICHE questionnaire was distributed to each staff member. In the following week, each staff member filled out the questionnaire. Using the completed questionnaires as a starting point, the staff as a group developed a list of needs that might be satisfied with a staff development program.

PROGRAM OBJECTIVES

At a later staff meeting, the staff as a whole formulated staff development objectives. The two needs directly involving public service--knowledge of reference materials and audiovisual equipment--were selected as highest priority. After selecting these needs, objectives were formulated that met the following criteria:

1. had a specific outcome
2. were measurable
3. were understandable
4. had a projected completion date
5. were attainable
6. were challenging
7. had a criteria for achievement

The objectives formulated were:

Reference Materials

Situation: The staff of the Resource Center wants and needs to become familiar with materials in the Kingman Resource Center reference collection and how to use them.

Objective: To have each staff member learn what materials are in the Kingman Resource Center reference collection, and how to use them, by May 1, 1976.

Action Plan: Using the table of contents of Barton and Bell's Reference Books, A Brief Guide as a syllabus, the staff members will study the major reference works in the Kingman Resource Center reference collection. Every week, each staff member will write an abstract of selected reference books. Each week at a staff meeting, staff members will present and discuss their abstract. After being edited by the staff, the abstracts will be compiled in a notebook to create a Resource Center staff manual of reference books.

Monitor: Knowledge of reference materials will be tested by a weekly competency exam. When all staff members have successfully passed all weekly tests with a score of 80%, the objective will have been accomplished.

Audiovisual Equipment

Situation: The Resource Center staff wants and needs to become more familiar with the AV equipment the Resource Center has and how to operate it.

Objective: To learn how to operate and perform "first echelon" maintenance (e.g., changing projection lamps, removing damaged tape and film) on all Resource Center audiovisual equipment by April 1, 1976.

Action Plan: Staff will meet once a week and be instructed on how to operate a piece of AV equipment. Staff will then perform "dry runs" with the equipment.

Monitor: Each staff member will individually set up, operate and take down each type of equipment twice in a classroom situation. When each staff member has successfully soloed with all pieces of equipment, the objective will have been accomplished.

A useful by-product of the group process of developing needs was that objectives were clearly understood by the entire staff.

ASSESSING RESOURCES

An assessment of resources revealed that the following resources were available:

1. an enthusiastic staff
2. a reference collection
3. a library science collection
4. an acquisitions budget
5. audiovisual equipment
6. manufacturer's AV equipment instructions
7. reproduction facilities -- e.g., Xerox, mimeograph
8. one and a half hours per week per staff member available for staff development
9. a professional librarian
10. a WICHE staff development team

PROGRAM ACTIVITIES

After the objectives were established, the staff outlined a number of alternative programs which might accomplish the staff development objectives.

Alternatives for Reference Materials Program

1. Systematically examining and discussing each book in the Reference Collection in order of placement on the shelves.
2. Resource Center Director giving lectures on various reference books and types of reference books.
3. Resource Center Director making up questions that would require staff to use the reference collection to answer them.
4. Selecting basic reference books or classes or reference books and studying them, using a programmed instructional text.
5. Selecting basic reference books or classes of reference books and having staff members write abstracts of selected materials, followed by a discussion of their abstracts at a weekly staff meeting. After having been edited by the staff, the abstracts would be compiled to create a staff reference book on reference books.

Alternatives for Audiovisual Equipment Program

1. Each staff member taking time to read the equipment instructions and teach himself to operate the equipment.
2. Resource Center Director giving lectures on how to use AV equipment.
3. Each staff member selecting several pieces of equipment and becoming expert on their operation and maintenance. Each staff member would then be responsible for teaching other staff members how to use the pieces of equipment he is expert in.

These alternatives were then analyzed according to the following criteria:

a. Congruency with the stated objectives for the program
b. Feasibility in terms of resources, time, funds, etc. that are available.
c. Kinds of needs and depth of learning sought.
d. Acceptance of the approach by those to be affected by the program.
e. Cost benefit to the organization and the individual.
f. Acceptance by the College administration.
g. Consistency with accepted educational principles, e.g., opportunity for active participation and practice, appropriateness of technique for the level of the learner, regular and frequent evaluation, variety of techniques.
h. Integration with regular work activities.
i. Possible unintended outcomes that might result

The following program for accomplishing the materials objectives was established:

Using the table of contents of Barton and Bell's Reference Books, A Brief Guide as a syllabus, study the major reference works in the Kingman Resource Center reference collection. Every week each staff member will write an abstract of selected reference books. Each week at a staff meeting, staff members will present and discuss their abstract. After being edited by the staff, the abstracts will be compiled in a notebook to create a Resource Center staff manual of reference books.

The following program for accomplishing the audiovisual equipment objective was established:

Each staff member would become a specialist with several types of AV equipment. Then, individual staff members would give demonstrations to other staff members on the operation and maintenance of the equipment they have specialized in. Staff members would then have time for "hand-on" practice. Subsequently, each staff member would set up and operate each type of equipment in a classroom or similar situation to demonstrate his ability to operate the equipment. Moreover, each staff member would take a weekly test to demonstrate his understanding of trouble-shooting and maintenance.

Assigning Administrative and Training Responsibilities:

The Resource Center Director will direct the staff development program.

Selecting and Preparing Learners:

All staff will participate in the program, as all staff are involved with reference work and AV Equipment. All staff are prepared to participate in the program, having been actively involved in the process of program development.

Providing Appropriate Materials and Facilities:

The following items are already available:

1. AV Equipment
2. AV Equipment manufacturer's instructions
3. Small seminar room
4. Reference books

The staff will design a form that will help make abstracts comprehensive and uniform.

The major forseeable problem is possible distraction by library traffic. If student assistants are not available to staff the circulation desk (currently, none are available), staff meetings will have to be held in the reading area where the circulation desk can be supervised. Distractions will be minimized by holding meetings during the time there is normally the least traffic.

EVALUATING THE PROGRAM

Evaluation of the staff development program is needed to provide: 1) Feedback to the participants about their progress in the program; 2) Feedback to the program director about the progress of the program; and 3) Final evaluation of the success of the program.

One of the organizational goals is to improve Resource Center reference and audiovisual service. As a step toward reaching that goal, the objective of the staff development program is to improve staff knowledge of reference materials and audiovisual equipment. It is assumed that if the staff successfully completes the staff development program, their knowledge of reference and audiovisual materials will be increased, and their greater knowledge will enable them to provide better service. Thus, if the staff successfully completes the program, the program will be assumed to have improved service.

While establishing the needs and objectives of the program, the staff also established performance criteria for the successful completion of the program. The measurement of successful completion of the reference materials program will be the scoring of 80% on a weekly test taken by all staff members on the reference materials previously discussed. The measurement of successful completion of the audiovisual equipment program will be the scoring of 80% on a weekly test taken by all staff members covering trouble-shooting and maintenance of equipment and the demonstration by each staff member that he can set up and operate each type of equipment. The weekly tests will be used by participants to gauge their personal progress and by the program director to monitor the progress of the program. Tests will <u>not</u> be used in the evaluation of personnel for retention or promotion.

In addition, throughout the program, group discussion of the success of the program will be used to provide feedback to the program director about the progress of the program.

SECTION I STAFF DEVELOPMENT MODELS IN LIBRARIES, AGENCIES, AND LIBRARY SYSTEMS

MODEL 7

PARTICIPANT.....Ruth H. Donovan

ORGANIZATION.....Library, University of Nevada
Reno, Nevada

DATE.....Draft of May, 1976

COMMENT:

This model is based on an informal statement of staff development intent which is closely linked with a major overall organizational goal. Activities to meet the identified needs are anticipated to come from a variety of internal and outside sources. The section describing the incentives for participating not only carefully defines those incentives but indicates the value the organization places on staff development involvement.

One of the goals of the University of Nevada, Reno, Library is to provide "a trained staff to acquire and organize the collection as well as to assist all users of the Library." In order to work toward this goal there must be developed a long-range plan for training and continuing education of library staff, both professional and non-professional, taking advantage wherever possible of existing programs offered on the local, regional and national levels and using staff meetings and other less formal methods.

NEEDS

As part of this plan, an orientation program for new staff that will be effective in introducing them to the various departments and work of the Library, but not too time-consuming, will be introduced. Other needs expressed through a questionnaire and some informal interviews are:

A. Library related: 1) Accessing computer data bases, 2) Reference sources, including government publications and maps in areas such as chemistry and physics, earth sciences, and business services, and 3) Revised cataloging rules.
B. General: 1) Supervisory skills and knowledge, including State Classified System rules and regulations, 2) Interpersonal communications, 3) Management skills for senior staff, including personnel administration, budgeting, and public relations, and 4) Foreign languages - German and French.

ACTIVITIES TO MEET GENERAL NEEDS

An improved and continuous effort will be made to disseminate information about existing programs being offered by both General University Extension and the Nevada State Personnel Division, through notices in MEMO, the monthly staff newsletter, and posting information handouts in the Staff Room. Similiarly, announcements will be made at appropriate times of university and community college courses being offered. Information about workshops and other kinds of training programs taking place within a reasonable distance (many in neighboring California) will be made available. Some not so near but meeting a very specific need will also be considered.

ACTIVITIES TO MEET SPECIFIC NEEDS

In-house workshops, on-the-job training, or staff meeting situations will be used where appropriate to meet library related and general needs. Workshops will be organized through the Northwest District of the Nevada Library Association or N.L.A. itself, especially at annual conventions. Advantage will be taken of university and community college courses, and General University Extension contacted for help in organizing short courses.

INCENTIVES FOR PARTICIPATING

1. Administrative leave is granted as extensively as possible considering staffing needs.

2. Registration fees are paid by the Library in accordance with library policy. Per diem and travel are sometimes covered but such funds are quite limited.

3. Library Science course credit specifically applies for classified staff promotions. Workshop certificates are useful on the record for career development.

4. For library faculty, participation in continuing education programs is considered in annual evaluations, for merit increases, promotion and tenure.

EVALUATION

This is an on-going, open-ended program and will require continuing evaluation and assessment of needs. Through reports by participants, questionnaires and interviews with both participants and supervisors, programs will be evaluated and future plans made.

SECTION I STAFF DEVELOPMENT MODELS IN LIBRARIES, AGENCIES AND LIBRARY SYSTEMS

MODEL 8

PARTICIPANT.....Carol Hildebrand

ORGANIZATION.....Lake Oswego Public Library
Lake Oswego, Oregon

DATE.....Draft of May, 1976

COMMENT:

Although still in outline form, this model shows the involvement of the public in the needs assessment process for staff development (and other) purposes. Some of the identified needs can be helped with staff training, others can not. The degree of correlation between public-identified needs and staff-identified needs is interesting.

At this stage, the majority of the training activities are to be done in conjunction with staff meetings. This entails the risk of diminishing the other uses for such meetings. Since the library staff numbers ten in all, this situation might not present such a problem as in a larger organization.

NEEDS

Expressed by the public:

Staff training can't help

1) More hours open
2) Bigger, better collection
3) More money from County
4) More staff

Staff training can help

5) Be[illegible]r, more complete information to the public (inferred from their responses)
6) Be sure people are assisted when they need it, even if they are hesitant to ask at first.
7) Schedule to allow staff to be available as needed

Expressed by the staff:

1) More staff, more space, more time
2) More understanding of each other's jobs
3) Better communication among staffers
4) Staff needs to take more responsibility
5) Need to be aware of attitude we project so we can be charming, accurate and realistic (not be defeated by problems).
6) Also, more knowledge!
   - Typing
   - Classical music
   - Advertising, public relations
   - Cataloging and Dewey Decimal system
   - Reading and art courses
   - Accounting and budgeting
   - Organizational development
   - How to run a meeting
   - Computerization (how to use, not how to do)

OBJECTIVES

1. Involve all staff members in planning, implementation and evaluation of staff development program.

2. Between December 1, 1975 and July 1, 1976:
   a. Expand training of all clerical staff to include principles of Dewey Decimal System and basic use of catalog (filing rules).
   b. Expand training of Pages to include principles of Dewey system, how to answer the phone, phone renewals and basic use of catalog (need not include filing rules).
   c. Continue to hold staff meetings weekly, at least half an hour each.
   d. At least one staff meeting a month, reference staffer to show and discuss new reference items for everyone to see.
   e. At least once in this time, and once every fiscal year, implement job

exchange within Library staff to acquaint staffers more intimately with each other's problems and routines.

f. Explore possibility of staff exchange with other libraries, public school or special, nearby to gather ideas and become more familiar with other operations.

g. Explore feasibility of attendance at regular formal classes for job advancement or job-related personal growth.

3. Involve all staff in planning for new building.

4. Involve all staff in budget-planning for Fiscal Year 1976-77.

5. Involve all staff in study of circulation system and better methods with better machinery.

6. Provide opportunity for discussion between affected staffers and among all staff, for better communication, problem-solving and attitude improvement:

a. Through routing slip and meetings, give opportunity for input regarding any proposed policy or practice before its adoption.

b. Responsible staffers to have full authorization to make decisions and handle details of operation in their area of responsibility, (including scheduling, supplies purchase, materials selection, instruction of new staff.)

ACTIVITIES

1. Encourage staff attendance at exterior workshops.

2. Carry out budget process, beginning with suggested programs, objectives and research regarding line items purchases solicited from all staff. Narratives written by professional staff.

3. Hold weekly general staff meetings, for special items of information, gripes, compliments, etc.

a. Circulation staff book revised, with general review

b. Systematic statement check planned

c. Input and suggestions solicited from all staff for city-wide salary negotiations, and report from Library representative.

d. Review books of interest, especially reference and children's books.

e. Transmit information regarding special programs and projects

f. Choose name tags or buttons, for patron information

4. Hold special general staff meetings, to:

a. Discuss and practice filing rules

b. Conduct a lesson on basic Dewey Decimal system, with practice in assigning simple numbers and subjects.

c. Role- playing for practice in handling situations and exploring attitudes - a patron complaint, or explaining a new policy to a patron, or conducting a reference interview, for example.

5. Hold professional staff meetings, to:
    a. Decide on and write filing rules, not previously codified
    b. Discuss and write needed revision to policy of Library as a whole
    c. Review materials selection, to choose books and other materials to purchase, subject areas of concentration.
    d. Plan special programs, news releases and booklists.

6. Encourage membership in OLA and on committees.

*7. Plan new building

**8. Study circulation procedures, to upgrade the system.

9. Plan job exchange in library and with other libraries.

* Lawsuit has stopped active planning, no activities feasible until it is resolved.

** Budget considerations have delayed study of this new program.

SECTION I STAFF DEVELOPMENT MODELS IN LIBRARIES, AGENCIES AND LIBRARY SYSTEMS

MODEL 9

PARTICIPANT.....Nancy Hudson

ORGANIZATION.....Clark County Library District
Las Vegas, Nevada

DATE.....Draft of May, 1976

COMMENT:

Viewing many of the existing activities of the organization as opportunities for staff growth and development helps this model work toward a meaningful response to both individual and organizational needs. Identified and designated responsibilities give this program strength as does institutional encouragement and support through stated policies.

STAFF DEVELOPMENT PLAN

Since 1972 the administration of the Clark County Library District has been committed to the philosophy that continuing education programs are important to the library and to the entire staff. Formal needs assessment has not been undertaken, but specific activities have been designed in response to perceived needs. Evaluation of programs has been helpful in planning future directions. The following plan articulates the ongoing program, only part D represents an untried direction. The need for this component was expressed in evaluation of the first orientation session held on March 18, 1976.

The goal of this plan is to provide each employee of the library district with opportunities for educational activities that will prepare him to make his maximum contribution to the library organization and to realize his fullest possible potential as an individual.

The following continuing education activities are promoted by the personnel coordinator as essential parts of Clark County Library District's staff development plan:

A. Orientation meetings are held whenever there are at least six new staff members to be introduced to the library organization. These meetings will be limited to matters which concern all employees and are to be supplementary to the training received from department heads in actual tasks.

B. It is the responsibility of department heads to train new and present employees in work procedures that they are required to perform. This is accomplished on an individual basis as well as through scheduled departmental meetings.

C. Committee meetings are important means for sharing knowledge among staff members and for encouraging growth of the individual through participatory management. Every meeting has an agenda announced that outlines its objectives.

   1. Administrators and Coordinators meetings: This management group meets with the director on matters of budget and policy.
   2. Materials Selection Committee: This group meets with the adult services coordinator to plan selection policies and procedures.
   3. Personnel Committee: This committee is formed according to a policy stated in the personnel manual, and consists of employees from all classifications and departments of the library. It meets with the personnel coordinator on staff policies and problems.
   4. Computer committee: This group meets with the computer coordinator as needed to develop policies and procedures related to automation. It was formed when the library installed a CLSI LIBS 100 Circulation Control System.

D. Half-day workshops will be held periodically to acquaint employees with the work of departments other than the one to which they are assigned. Sessions are planned on technical services, circulation, programming, and extension departments.

E. Workshops are held once a month by the extension department for paraprofessional branch librarians from outside Las Vegas, for bookmobile drivers and for library workers from the southern region of Nevada. Workshop content is directed to the needs of the library staff of agencies in small communities.

F. Clark County Library District encourages all employees to participate in the activities of local, state, regional and national professional organizations by joining these organizations, attending their meetings and conferences and assuming leadership roles. Travel funds are budgeted each year to support these efforts and activities.

G. Academic education programs are considered the responsibility of each individual employee. The library district does not contribute tuition to such programs but department heads with responsibility for making schedules are responsive to the needs of students enrolled in courses, and will attempt to arrange work schedules that allow time for such activities. The personnel manual also states that up to one year leave without pay may be granted to an employee wishing to pursue graduate study in library science.

H. Participation in special non-credit workshops and institutes is encouraged whenever the content is directly related to the employee's work assignment. Employees may be allowed paid leave, fees, travel, and per diem expenses as needed to participate in such activities, subject to the approval of the library director and the library board, and to the availability of funds.

The administration of the library is aware of the cost of this staff development program in terms of time and money spent, and is constantly monitoring continuing education activities to assure that they are contributing to the goals of the plan. Participants, both learners and teachers, are regularly reminded of their responsibility to make sure that these activities are truly meaningful and effective.

SECTION I STAFF DEVELOPMENT MODELS IN LIBRARIES, AGENCIES AND LIBRARY SYSTEMS

MODEL 10

PARTICIPANT.....John Peters

ORGANIZATION.....Natrona County Public Library
Casper, Wyoming

DATE.....Draft of May, 1976

COMMENT:

This is a process model, adaptable to a number of different library situations contemplating staff development. A series of insightful and pragmatic inquiries are phased with step-by-step action points. Adaptability to a particular localized situation is built in because, though the content is specific and unique, the process is generalized.

PHASE I - GOAL CLARIFICATION

Cycle I - Questions to ask:

1. Is STAFF DEVELOPMENT itself a stated goal of the library?
   If "no":
   Step I: Interpolate from stated goals of the library and from the library board and staff input a STAFF DEVELOPMENT GOAL.

2. Are staff goals with respect to staff development known?
   If "no":
   Step II: Assess staff needs through questionnaire used with individual interviews. (This assumes a relatively small staff size with little duplication in duties).

Cycle II - Questions to ask:

1. Are library goals and staff goals with respect to staff development compatible at all?
   If "no":
   Go back to Cycle I.

2. What are the areas of compatibility? (List areas where library goals and staff needs indicate the same actions)

PHASE II - PRESENT ACTIVITY SURVEY

Cycle I - Questions to ask:

1. Which activities occur now or have occurred?
   a. meetings (detail by type)
   b. workshops
   c. job rotation
   d. new staff orientation
   e. new job orientation
   f. on-the-job training
   g. incentives (time off, tuition payment, advancement or other recognition)
   h. other

2. Which of the above have contributed significantly to library goals and staff needs as established above?
   Step I: Keep and improve these.

3. Which have not contributed significantly to library goals and staff needs?
   Step II: Discontinue these.

Cycle I - Questions to ask: (cont'd)

4. Which activities have not occurred which might significantly contribute to library goals and staff needs?

Step III: Plan for institution and evaluation of these.

PHASE III - INDIVIDUAL PLANS

Work out with each employee an individual development plan, compatible with library goals, utilizing the activities continued and planned above as they are appropriate for the individual. Include a time frame for completion of the various aspects of the plan. (In small staffs, the response to personal needs possible with individual development plans seems desirable)

PHASE IV - INSTITUTE NEW PROGRAMS PLANNED IN PHASE II

PHASE V - EVALUATE CONTINUING AND NEW PROGRAMS

SECTION I STAFF DEVELOPMENT MODELS IN LIBRARIES, AGENCIES AND LIBRARY SYSTEMS

MODEL 11

PARTICIPANT.....Eleanor Streeter

ORGANIZATION.....California State Library
Sacramento, California

DATE.....Draft of May, 1976

COMMENT:

The professional development of the staff of a state library has some unique aspects and needs. This model identifies the areas of need and proposes full use of available resources to meet those needs within the overall context of the organizational responsibilities. Evaluation of training effectiveness is often a challenge. The description here of that facet is useful and, combined with the section on maximizing the effectiveness of training, can provoke reflective thought.

NEEDS

The training needs of survey of October 1975 showed several clear areas for attention which were not within any unit's area of concern and which would be suitable for a coordinated training effort.

The most prominent of those expressed needs was the need for greater awareness of the goals and objectives of the organization. The unstated need within this may be the need for more of a team building atmosphere. More visible leadership to encourage support and reward excellent employees would be beneficial and might be well tied in with an annual library-wide directional conference of, perhaps, a half-day duration. A report by each Bureau Chief on the past year's accomplishments and that Bureau's future plans with introudction and summary by the State Librarian would be one approach to the needs. The meeting on CLASS was noted in the survey by one or two respondents as something of the type of thing they would like to see more often.

The unit goals can and should be made clear annually by each section supervisor. Individual supervisors can make use of the annual performance appraisal interviews to discuss the individual's place in the unit's plan and emphasize that person's contribution and its importance.

The second area of need expressed by both professional and non-professional employees was training in problem solving skills for which course training is available. Care must be taken in selecting a course with wide general application rather than a narrow complex formula approach. A search of various resources is planned.

The groups then diverged in their stated needs with professionals being interested in planning skills particularly budget preparation and in more input on professional issues and concerns before getting into human relations and communication skills. The non-professional staff expressed its interest beyond the first concerns to be in interpersonal and group communications and human relations.

GOALS

To coordinate use of resources to provide maximum benefit to the California State Library and its employees.

To assure that needed training is provided to California State Library staff when and where the need is greatest and in the manner in which it will be most effective.

PROFESSIONAL DEVELOPMENT

I. Librarianship

An In-House Program will be developed. We have many talented employees on our staff, both professional and non-professional, who are available for increasing the awareness and enrichment of others. The development of the concept of shared responsibility can also contribute to a team-building attitude within the staff.

This program would begin by including all professionals for a series of meetings to discuss new developments in the field with guest speakers as well as employees to give

talks on specialities. It would be established by formation of an Organization and Program Committee.

After development and use of in-house resources, a second phase would include other librarians from non-state libraries in professional staff development activities. CSL might work jointly with other State agencies, Sacramento City-County Library, SLA and CLA.

Out Service Library training courses of a post-graduate nature for purposes of updating professional awareness are relatively rare, at least in California, but when located, attendance by CSL librarians is encouraged. One on-going source of such courses is University of California, Santa Cruz and their Summer Library Workshop program.

II. Management, Administration, and Budgeting

Unique problems occur when a professional is given budgeting and other managerial responsibilities for the first time; not only librarians have this problem, but many other professionals in fields of health, social science and physical sciences, for instance. All have these transition problems in moving from technical or subject expert to unit manager. To smooth the transition, a combination of course work in program management and on-job experience in handling delegated portions of management responsibilities would be a reasonable approach. This would start with carefully selected groups of 5 to 10 Librarians and Senior Librarians willing to invest their time and energy in this effort. Bureau Chiefs and Section Supervisors who supervise promising Librarians and Senior Librarians would nominate them for participation in a multi-year development program designed to increase readiness of the individuals to move to greater responsibilities.

III. Professional Breadth and Flexibility through Rotation

Objective - To provide mid-career librarians with opportunities for professional development and broadening of scope. Improved flexibility and range of experience also assist in preparing participants for promotion.

Who - Senior Librarians, initially. Participation will be voluntary. If feasible, it may be expanded to include librarians with more than 1 year on current assignment and Library Technical Assistants and Senior level clerical employees.

Duration - Six months or more; the fine points of a new subject area would be lost in less time, and as work experience, a shorter time would be insignificant.

How - Participants would state their preference in order of interest. These would be accommodated as possible.

Probably no more than four should be involved in the first six-month period lest the place collapse into chaos.

Position transfer would not be involved. Participant would "take his position with him" as an even exchange of people is anticipated.

Evaluation - Would be mutual; supervisor would give performance appraisal to participant upon completion with copy to Bureau Chief. Participant, in turn, submits written evaluation of his experience to supervisor with copy to Bureau Chief.

EVALUATION

Training evaluation is not solely the reaction of the trainee to the training experience though that is a useful part of it. The larger, more important consideration is whether or not the desired improvement occurred after the trainee returned to the work situation. This is often a very difficult thing to measure and it can only be done by those in the employee's work unit, normally by his supervisor. The intangible nature of many of the benefits of training, such as improved clarity of thinking or sureness in approach to problem solving in a certain area or even the prevention of problems, can go unnoticed by those affected but it is the job of the supervisor to monitor whatever change, positive or negative, which might be related even remotely to the training experience.

As the system presently exists, the training need statement is required on the flip side of the Out-Service Training form, known to its friends as a PO-5. This need statement is presented as 'Justification' and is presumably known to the supervisor since the supervisor's signature is required on that form. Assuming truthfulness and thoughtful input at this point, the full circle can be completed by requesting the supervisor's assessment of whether progress of any sort toward filling the stated need occurred after the training was given. An added side benefit to this should be the more careful analysis of training needs before the training is given and a closer relation of training to job requirements.

The timing of the supervisor's assessment of benefit will probably vary with the individual situation and with the nature of the training involved and so presents a procedural problem. Thus, several approaches have been considered. First, a series of evaluation forms could be sent a supervisor at, say, one week, one month and two months after training to see if and when any changes have been noted. This would appear to be excessively burdensome. Second, a form could be sent immediately after training for the supervisor to hold until it was felt that the benefits, if any, had been evidenced with a follow-up by the Training Office, if not returned after one or two months. Third, an estimated time of appraisal could be made at the time training was requested either by the supervisor or the Training Officer. Of these, the second alternative would appear to be the most workable and so is the one proposed.

The present trainee's evaluation form will continue to be sent out upon completion of the training.

MAXIMIZING THE EFFECTIVENESS OF TRAINING

A key to a more effective training program from the California State Library would include more coordinated use of resources people as well as dollars, together with improved screening of participants and a more even selection of appropriate training programs. All of this should be set within a framework of organizational objectives and individual needs.

Training can be one of the most useful tools available to a manager or a supervisor. Unfortunately, the proper use of this tool is not widely known. It has limitations and times when it should not be used. It is not a substitute for good supervisory technique and personnel practice.

The first question to ask is "Is it a training problem?" If the second question is "How should I know?", you may wish to peruse a quick and easy-to-read outline of problem analysis entitled Analysing Performance Problems by Robert F. Mager and Peter Pipe, Belmont, California, Fearon Publishers, 1970.

The chances for training effectiveness are good only with (a) selection of the proper course - both for the level of the trainee and for the aptness and quality of the content and (b) reinforcement of the points made in the course when the student is back on the job - if the supervisor doesn't know or care what was gained by the student, it should not have been approved in the first place. If this student will not have the opportunity to use the training in the foreseeable future, it also should not have been approved as "required" training. It would be career development if approved at all.

Training for morale purposes may occasionally be justified for motivation, for encouragement of self development, for the outward appearance of fairness and for administration of organizational caring; but it should be used very sparingly for these "needs". There are other things involved in these areas which training cannot touch.

On the same theme, if at all possible, no supervisor or lead person should have the responsibility for more than a few months without being given the training necessary for that position.

Training policy and availability should be told to all new employees in their orientation to the State Library probably both in general terms in the Administrative orientation session and in specifics by the supervisor's annual performance appraisal.

At the time of preparing that appraisal and the employees preparation of the Individual Development Plan, the opportunity occurs for some meaningful communication and negotiation on the topic of what training is needed, desired or would be useful in the year to come or, better yet, in several years to come. Objectives and opportunities can be realistically discussed at this time.

New services or programs requiring new skills or expanded responsibilities can logically be a training objective. If training doesn't exist now for the area or direction of concern it can be custom drawn to fit the need.

The guiding principal for the use of training is that training should fulfill the needs of the organization and the needs of individuals within that organization. This is a wide enough scope to encompass everything from a Computer Needs analysis course for a section supervisor planning automation to an "Effective Listening" course for a clerk who will be handling the public for the first time. Anyone can benefit from training but not just anyone can benefit from any training. A Clerk I in supervisory training will not get much use for it for a long time but his supervisor might never have had the course and would obviously be a better choice. The training must be appropriate for the job class and duties of the participant.

Training is a tool of infinite flexibility. The resources available within the State of California are some of the richest in the world. With good practices, judgment and luck in selecting from among those many training resources, the satisfying results can make the jobs of all employees more rewarding.

SECTION I STAFF DEVELOPMENT MODELS IN LIBRARIES, AGENCIES AND LIBRARY SYSTEMS

MODEL 12

PARTICIPANT.....Barbara Barth

ORGANIZATION.....Library Personnel in Southeast Arizona, Region VI

DATE.....Draft of May, 1976

COMMENT:

With a clearly defined view of the constraints and difficulties, this model addresses very specific areas of need with learner-oriented logistics. A unique advantage presented here is that of the person-to-person touch in spite of the distance and time involved. Following the setting of objectives for each activity, each workshop will probably address very specific learner-defined problems which will assist the application of what is learned directly to on-the-job responsibilities.

Environment

Arizona's Region VI is composed of four counties: Cochise, Graham, Greenlee, and Santa Cruz. Within this area are approximately 85 libraries, the majority of which are school libraries. Each county has a county library although two are quite newly established and the other two have been in existence only about five years apiece. The majority of these libraries are staffed by non-professionals. School librarians in Arizona usually hold a teacher's credential and have taken enough library courses to qualify them for state certification. Academic librarians within the region seem to fall into the same category as the school librarians. The public librarians range in educational background from high school education through professional librarians with the preponderance being non-professional. Special libraries include institutional facilities, U. S. Army post and reference libraries, a U. S. National Monument library, as well as a private research organization or two. The lack of professional staff seems to stem from the odd and short hours many of the libraries have and the lack of funds.

There were several problems to be solved: distance, time, equipment, personnel, and audience. Most of the libraries are one person libraries, unless they are run by a corps of volunteers. With some 85 libraries, it was not feasible to hold a mini-workshop in each library. Five population centers were decided upon. This solved, or mitigated, almost all of the problems. Each workshop would be held five times, once in each population center. No workshop would be more than 45 minutes or one hour away from each library, with one exception. This meant that there would even be a choice for some libraries; if one date was not satisfactory, another might be managed. To make the most of the travel time, it was arbitrarily decided that each workshop would be an "all day" session.

The remaining problems to be solved were those of personnel and equipment. Very few of the professional librarians in the region have any broad expertise within one of the above areas. An administrative decision was made to utilize Arizona State Library consultants where and when possible and bring in outside personnel when available. Audiovisual aids would be utilized when available and pertinent. Since only one area expresses a definite need for equipment training, it was decided to open negotiations with the local community college AV staff for the purposes of either a night class or one on weekends.

The regional librarian has met with almost every librarian or library clerk in the region at least once. During these meetings, a number of needs have been identified, importance not necessarily in the following order:

1. Reference materials and the reference interview.
2. Technical processing: card catalogs and catalog cards.
3. Technical processing: weeding and mending.
4. Public relations.
5. Boards of trustees/Friends of the library.
6. Audiovisual equipment.

Once these needs were established, it remained only for some type of consistent staff development program to be developed.

The goals of this staff development project are to increase the capability of each librarian to effectively maintain and augment their library services, and to raise the standards of service within each library. The primary objectives are to increase the competencies of each librarian within each of the stated needs, and to increase awareness of public needs and how to meet them.

Each workshop will run 9:00-12:00, 1:30-3:30 unless special problems within a given subject call for extended hours. Built into each session, with the possible exception of the reference series and the board of trustees/friends of the library, will be a work time where the participant will have "handwork" to do. Evaluation material will be derived from the ever present questionnaire as well as the successfully (and not so successfully) completed "handwork."

Tentative programming estimated dates show: 1) Technical processing: weeding and mending. (June 1976); 2) Technical processing: card catalogs and catalog cards. (August 1976); 3) Boards of trustees/Friends of the library. (October 1976); 4) Public relations. (November 1976); and 5) Reference materials and the reference interview. (June 1976 - January 1977).

SECTION I STAFF DEVELOPMENT MODELS IN LIBRARIES, AGENCIES AND LIBRARY SYSTEMS

MODEL 13

PARTICIPANT.....Marilyn Poertner

ORGANIZATION.....Boise Public Library
Boise, Idaho

DATE.....Draft of May, 1976

COMMENT:

This public library has a fortunate opportunity to integrate its staff development program with the effort to involve the staff in the formulation of library goals. If closely related, each focus can support and reinforce the other. The staff development effort is likely to maintain a healthy balance between meeting organizational and personal needs. The development of library goals will provide indication of present and future staff needs as well as presenting opportunities for the staff to work together in a purposeful endeavor, one with long-range implications for the community.

Environment

The Boise Public Library presently employs nine librarians who have earned the Masters Degree in Librarianship; seven assistant librarians who have a B. A. with 16 hours of library science courses; twenty-four clerical employees, thirteen pages, and two maintenance people. Education level of the clerical employees varies from the B. A. degree to high school diploma. Pages are either high school or college students.

The library was housed in a 1905 vintage Carnegie Library building until April 1973 when a move to a remodeled warehouse made adequate stack space, working space, and public space available for library service. Hours were soon increased to seventy open hours per week and seven days per week from September - May. The library is closed on Sundays June - August. The library owns one bookmobile but has no branch facilities. It serves a city population of 98,199. In 1975 a great deal of staff effort was directed toward conversion to the C.L.S.I. automated circulation system.

The above information is included to provide a perspective on the climate for staff development which exists within the organization. Finding adequate time for general staff meetings and division meetings is very difficult. Every division feels the pressure of being short staffed as well as being asked to increase service. The increase in library use has been marked since the move to the new building.

Previous and continuing involvement in staff development at the Boise Public Library includes the following activities:

1. Attendance at library association conferences, workshops, and institutes by members of the professional staff (M.L.S. and B.A. with 16 hours of library science). Cost of travel, registration, board and room, etc. are paid by the library either in full or in part, depending upon budget limitations.

2. The library participates in the City Tuition Reimbursement program. Any library employee may be reimbursed by the City for six credit hours per semester at Boise State University up to $300 per year if he or she earns a "C" in the course(s). It is not library policy to offer "release time" for courses taken during normal working hours, i.e., work time missed must be made up.

3. Personnel policy manuals, library procedure and policy manuals, and library staff manuals are given or made available to new employees. The individual is given some time to become familiar with the manuals, but there is no general meeting in which the library policies are explained. This is now left to the supervisor.

4. Orientation of new staff members includes a brief tour of the library and introductions to other staff members, attendance at an orientation session provided by the City Personnel Department for all new city employees, and on-the-job training provided by the supervisor. There is presently little instruction in the responsibilities of other library divisions or library interrelationships.

5. Acquisition of the C.L.S.I. automated circulation system during 1975 resulted in a concentrated program of in-service training on computer terminal use and input procedures for Technical Processes and Circulation staff members.

6. Quarterly meetings for all staff members are held as an opportunity for information exchange.

7. Staff members whose position descriptions require driving a city vehicle are assigned to attend City Defensive Driving sessions on library time. Those who are interested in the first aid training provided by the City Safety Department are assigned to attend on library time.

8. The Boise Public Library, as regional center library for SIRLS (Southwestern Idaho Regional Library System) provides in-service training for the librarians of a ten-county library region through quarterly workshop meetings on topics of interest, through individual training at Boise Public Library on a one-to-one basis, and through on-site visits to the member libraries by consultants. Members of the Boise Public Library professional staff are encouraged to attend the regional meetings and also to serve as consultants to the regional librarians.

NEEDS ASSESSMENT PROCESS

Interest in evaluating and expanding the scope of the library's staff development efforts led to the Library Board of Trustees granting approval for the Assistant Director to participate in the year-long WICHE Institute for Training in Staff Development. As preparation for the Basics Workshop held at Boulder, Colorado, November 4-7, 1975, a needs assessment questionnaire was distributed to all library staff members in October. The model provided by WICHE was used, modified only by the addition of a question asking the respondent's opinion of the library's responsibility for staff development. A copy of the aggregate responses to the Needs Assessment Survey is attached. Thirty-five of the forty-two full-time library employees returned the questionnaire.

MAJOR FINDINGS OF THE NEEDS ASSESSMENT

Specific training needs identified by the needs assessment survey were:

1. Interpersonal and group communications skills
2. Human relations skills

Specific training needs identified by the needs assessment survey were: (cont'd)

3. Supervisory and management skills
4. On-going training in use of computer processes and applications
5. Improved orientation for new employees
6. Job rotation program
7. Knowledge of community needs
8. Storytelling and puppetry workshops
9. Familiarity with the procedures and the responsibilities of all library divisions
10. Basic courses in library science
11. Training in selection and acquisition techniques for the professional staff
12. Discussion of and familiarity with the reasons for general library policies

GOALS DEVELOPMENT PROCESS

At the same time that the staff development needs assessment process was begun, an important related effort to involve the general staff in developing library goals was also taking place. Under the direction of a Goals Committee Co-ordinator, two representatives from each library division, one professional librarian and one other employee, formed committees to determine goals for their division. Additionally, one representative from each division formed a Mutual Goals committee. Committees met weekly for six weeks before presenting reports to the entire group. The Goals Committee Coordinator and the Assistant Director were assigned to edit the committee statements, after meeting with each group to clarify the meanings of the written statements. The Goals Statement is still in unfinished form, however, some of the suggestions for staff development differed from those identified in the Needs Assessment survey and are included here:

1. Establish a formal Staff Development committee.
2. Train employees in the use of various items of library equipment, such as film projectors, opaque and overhead projectors, etc.
3. Schedule workshops on communicating effectively with the elderly, the physically handicapped, the deaf, and the mentally retarded patron.
4. Schedule a workshop for the reference librarians on government documents.
5. Schedule safety demonstrations for the library staff, including emergency evacuation drills on a regular basis.

PURPOSE OF THE STAFF DEVELOPMENT COMMITTEE

As a result of the identification of the 17 training needs listed above, a six-member Staff Development Committee was appointed in January, 1976, and began meeting on a regular basis in March, 1976. Two representatives of the clerical staff, two representatives of the professional staff, and two representatives of the administration are presently members of the committee.

The immediate purpose of the committee is to prioritize the areas of needed training suggested by the survey and goals process, and to plan new training activities in addition to those already made available by the library. The Staff Development Committee will serve as a distribution center for information about upcoming conferences, classes, in-service training programs, etc. to the rest of the staff.

Responsibility for long-range planning of staff development activities and development of evaluation measures for each training activity and for the program as a whole rests with the Staff Development Committee. It is anticipated that the quarterly general staff meetings already scheduled by the library can serve as a vehicle for evaluative feedback from the staff as well as a means for them to communicate new training needs.

PROGRAM OBJECTIVES

The overall goal for the Boise Public Library's Staff Development plan is stated as follows: "Encourage and develop increased staff competence by providing appropriate continuing education opportunities to employees in all job classifications." The objectives are:

1. By December 1976 the Library Staff Development Committee will have a completed orientation program for new library staff members, with orientation activities spaced throughout the six-month probationary period.
2. Five permanent library employees will have completed a voluntary "job rotation" assignment of one month's duration in another library division by June 1977.
3. All Circulation and Technical Processes staff members will receive a minimum of one hour's training and practice on changes in computer input and use techniques following each new program release.
4. All library supervisory personnel will be trained in basic computer terminal operation and in the practical services the computer can provide by August, 1976.
5. By June 1, 1976, all library staff members will have participated in a four-hour "Human Effectiveness Training" workshop and will have practiced active listening and other communication techniques.
6. By May 1, 1976, library staff members will be trained in emergency evacuation procedures.
7. Reference librarians will be trained in the retrieval of information from government documents in a one-hour presentation by the Governement Documents Librarian in July 1976.
8. Three one-hour general staff meetings will be held dealing with the problems involved in communicating with the elderly, the deaf, and the physically or mentally handicapped patron, September 1976, November 1976, and January 1977.

TRAINING ACTIVITIES

For the orientation program for new employees, training activities to be used include personal interviews, tours, individual study of policy and departmental procedure manuals, and viewing slide/tape programs on the Boise Public Library and the library's place within the city and within the regional, state, and national library heirarchy. The orientation activities will be spaced through the employee's six-month probationary period. A written test over library policies and the procedures of the individual's division will be presented after two months of employment. The objective of the orientation program is to improve the competence and performance of new employees by providing repeated opportunities to learn through a variety of training activities.

Training activities of the "Human Effectiveness Training" workshop will include lecture, two-member team practice in active listening, small group interaction, and role play. The objectives of the workshop are:

1. Demonstrate responsiveness to expressed staff needs for training in communication and human relations skills.
2. Train all staff members in a useful approach to problem solving and communication techniques.

A workshop evaluation form will be distributed to all participants the day after the workshop in order to obtain feedback. Observation of the staff to determine whether they are practicing the techniques presented would be another means of evaluation.

Safety training activities include viewing slide/tape presentations and films, practice in use of fire extinguishers, and practice in evacuation procedures. The objective is to instruct all employees in the actions necessary to evacuate patrons and themselves from the library building in case of an emergency. Speed of building evacuation will be the evaluation measure, as monitored by Safety Department and Fire Department personnel.

MAJOR RESOURCES USED AND THEIR SOURCES

Major resources used in the staff development plan training activities are the library staff members themselves, both as instructors and participants. This is true particularly for the orientation and job rotation objectives, the computer training, and the government document workshop planned. Boise City Safety Department and Fire Department personnel have been involved in designing an emergency evacuation plan for the building and in safety training activities. The Customer Service Representative from C.L.S.I.'s Santa Clara office trains the library's Computer Console Operator, who in turn trains other Technical Processes and Circulation staff members in procedural changes brought about by new program releases for the system. Dr. Michael Eisenbeiss, a local psychologist licensed to teach Dr. Thomas Gordon's "Human Effectiveness Training" classes will be utilized in presenting the concepts of active listening methods for communicating needs, and "no-lose" problem solving to all members of the library staff in two four-hour workshop sessions. Most of the resources for our first year training plans are people rather than media kits, although the Staff Development Committee plans to utilize slide/tape sets in the orientation for new library employees.

AFFIRMATIVE ACTION CONSIDERATION IN THE PLAN

At this stage, the staff development plan objectives do not specifically include a commitment to affirmative action guidelines. In-service training programs will be provided for staff members in all job classification levels, without discrimination. The Boise City Personnel Department is now in the process of preparing a city-wide plan for affirmative action. In 1977, each city department, including the library, will be responsible for preparation and acceptance of an individualized affirmative action plan.

As of May 1, 1976, the library employs 55 individuals on a full-time or part-time basis. Of the 55 employees, 13 are male and 42 are female. All are Caucasian except for one female professional librarian who is Japanese and one male page who is an American Indian. The distribution by sex within library job classifications is as follows: librarians with M.L.S. degree, 1 male, 8 female; assistant librarians with the B.A. degree plus 16 hours of library science

courses, 1 male, 6 female; clerical employees, 2 male, 22 female; pages, 7 male, 6 female; maintenance employees, 2 male.

CONCLUSION

The outlook for Staff Development for Boise Public Library employees on all levels seems much more hopeful than last year at this time. Although much work remains to be done in planning for meaningful training activities and for appropriate evaluation of the programs, the Staff Development Committee has been formally established and motivated to plan training in response to the expressed needs of library staff members and the objectives of the organization.

SECTION I STAFF DEVELOPMENT MODELS IN LIBRARIES, AGENCIES, AND LIBRARY SYSTEMS

MODEL 14

PARTICIPANT.....Judy Engman

ORGANIZATION.....Mid-Columbia Regional Library
Kennewick, Washington

DATE.....Draft of May, 1976

COMMENT:

"External" factors often influence what can and what cannot be done in a staff development program. In this case, curtailment of funds inhibited the original plans to meet multiple needs. The feasible possibilities did not have the same scope as the desirable expectations. However, to pare those expectations to what is most beneficial for the least cost is a challenge well met here. Rather than shelving plans entirely, a single practical emphasis continues interest in growth until more might be done later.

Environment

Mid-Columbia Regional Library is a two-county library system, serving Benton and Franklin counties in Southeastern Washington. Established twenty-six years ago when the area was largely rural and bookmobiles were the primary means of information dispersal, its growth over the years has been affected by the development of nuclear power at the Hanford Atomic Works in Benton County and the massive influx of a technical, well-educated population.

It is important to know that Mid-Columbia Regional Library staffs the information desks in its two main buildings with a professional or para-professional librarian at all times. It has been the policy to have all the librarians, other than the director, spend a certain amount of time each week in this capacity, in order to retain their reference skills so they can assist with coverage during illness, vacations, and emergencies. It is these "occasional" people who felt the most need for a refresher course. The three small brances are staffed by library clerks, and they too expressed concern that they were not giving the best service possible out of their building, with their particular reference tools.

With the appointment of a new director in 1974, the professional staff of eight librarians began experiencing the satisfactions and the problems of active participation in management for the first time. A needs assessment was made in October 1975, and at that time they identified the following areas:

1. Mid-management skills (job descriptions, supervision)
2. Fiscal expertise (cost accounting, budget analysis & writing)
3. Writing goals and objectives for the library
4. Keeping current in Reference service
5. Promotion of library services

With an extremely tight budget for 1976 allowing for no fiscal support for any training program, it was decided to initially prioritize the Reference problem, since it would have an immediate impact on library service and could be accomplished with no outlay of funds.

MODEL FOR A REFERENCE SERVICE TRAINING PROGRAM

Goal:

To maximize the quality of reference service available to the patron, regardless of when he comes to the library.

Objective:

To cut the number of unsatisfactorily completed information requests by half. ("Unsatisfactory" meaning that the librarian either felt that she had not served the patron well, or had to call upon another librarian for assistance).

Activities:

1. Bi-weekly workshops in specific areas
2. Weekly introductions to newly acquired material
3. Visits to each branch library

Time Frame:

October-December 1976

Cost:

Staff time for participants to attend
Preparation time for Reference Librarian
Travel time to branches for Reference LIbrarian

Evaluative Techniques:

1. Personal dialogue with each librarian to ascertain if they feel their awareness level of material has improved
2. Decrease in number of "hold-over" requests from one shift to another

Evaluative Techniques: (cont'd)

3. Decrease in number of "subject" requests sent to State Library

Description of Activities:

1. Workshops. Format of the workshops will be a detailed "walk-through" of the features of books selected by the librarians as those they want to learn more about, followed by specific "problems" that will give them an opportunity to work directly with the books. The first three workshops are to be attended by all the librarians, since they represent the areas of greatest felt need. The following ones are to be attended by the paraprofessionals and any professional librarian that feels a need in that subject area:

   September 23 -- Washington State Laws
   October 7 -- Federal Laws
   October 21 -- Business Reference
   November 4 -- Quick Reference
   November 18 -- History Reference
   December 2 -- Literature, Music, Art Reference
   December 16 -- Social Science, Science Reference

2. Introduction of new materials. A brief discussion of special features of new material at a weekly management staff meetings will be held, and the material will be held at the Reference desk for one week till everyone gets a chance to browse through it.

3. Branch library visits. The three branch libraries all have a few of the usual "ready reference" tools, plus good sets of encyclopedias, the Lincoln Library, a science reference set. Personal visits to each will be scheduled during the October to December time, to work with them so they may get the full benefit of what is available to them in their reference books, plus showing them how to use the Washington Library Network microfiche to their advantage.

SECTION I STAFF DEVELOPMENT MODELS IN LIBRARIES, AGENCIES AND LIBRARY SYSTEMS

MODEL 15

PARTICIPANT.....Dwight W. Shannon

ORGANIZATION.....Learning Activities Resource Center
California State University
Chico, California

DATE.....Draft of May, 1976

COMMENT:

This model gives evidence of a strong, well-based beginning for a comprehensive staff development program. The initial needs identification process was found to be only a partial assessment with broad needs requiring further definition before specific activities can be planned to answer them. The individualized approach to obtain more and better information is an excellent follow-through.

Without a clear statement of the purpose of the program itself, pre-occupation with specific activities might lead to a scatter-shot response of unconnected learning events, valid only for short-term and specific needs.

Environment

The Learning Activities Resource Center (LARC) at the California State University, Chico includes the University Library and the Instructional Media Center (AV & TV). The University Library staff consists of 73 people of whom 26 are professional. The Instructional Media Center has 23 professional and support staff members. The LARC serves a faculty of 850 and a student body of over 13,000. The University serves a largely rural area of approximately 30,000 square miles in Northeastern California. It is the only degree granting institution in its service area.

The LARC staff has been active over the years in attending regional and statewide professional meetings, workshops, and institutes. In addition, the University Personnel Office has sponsored many training sessions and short courses which have involved a broad cross section of the staff in staff development activities. It was not, however, until the Associate Director became a participant in the WICHE/USOE Institute for Training in Staff Development that any serious thought was given to the establishment of a formal staff development program.

As a result of his participation in the Institute, the Associate Director appointed a ten member committee to work with him on staff development. The committee represents a cross section of the staff of the University Library and the Instructional Media Center, and has from its inception been chaired by him.

NEEDS

In order to determine its priorities, the Staff Development Committee developed a comprehensive needs assessment survey questionnaire in the fall of 1975. Members of the committee then met with all staff members to explain what was being done, to go over the survey questionnaire, and to enlist their support in answering the questionnaire which included both written comment and machine scored components.

Of the 93 questionnaire packets distributed, 67 were returned to the committee. Thus 72% of the staff chose to voluntarily participate in the survey. As a result of the survey, the Staff Development Committee was able to identify the following major needs and areas of concern:

1. New Employee Orientation
2. Staff Morale
3. Communication
4. Management & Supervisory Skills
5. Training & Education Opportunities

OBJECTIVES

In setting up objectives for the staff development program, the committee realized that some of the above needs and areas of concern are very broad in scope and so general as to make it difficult to address the issues. To cope with this problem, small subcommittees or individual committee members are conducting individual or group interviews with staff members who have specific concerns, particularly in the areas of morale and communication. The Staff Development Committee is also aware that some areas of concern are budgetary or administrative in nature and not necessarily resolved by a staff development program.

With the above in mind, certain broad objectives have been stated for the staff development program.

1. New staff members will go through several specific periods of orientation within 60 days of employment as defined by the Staff Development Committee.
2. A series of lectures, short courses, or workshops or interpersonal, group, and organizational communication will be made available to the staff at regular intervals on a continuing basis.
3. A series of lectures, short courses, or workshops on management and/or supervision skills will be scheduled at regular intervals on a continuing basis for the staff.
4. Recognizing that education is a continuous process, a comprehensive plan will be developed for in-house in-service training of staff in such areas as filing, operation of AV equipment, basic classification and cataloging, the budget process, etc. Thirty or more subjects have been identified for such treatment on a rotating basis thus ensuring that in-house in-service training will be a long term continuing program. Within budgetary limitations, staff members of all ranks will be encouraged to attend off campus conferences, workshops and training sessions which have some relation to their work responsibilities or aspirations. Staff members will be encouraged to audit or enroll for credit in any courses offered by the University which will help to meet their individual needs.

In so far as possible, resources for staff development lectures, group discussions, workshops, and training sessions will come from the LARC staff and from the university community. Films and other nonprint media will be used from campus sources or borrowed or rented as the occasion requires. In some instances, it will be advisable to bring in outside resource persons because of special abilities that they may have.

AFFIRMATIVE ACTION

The affirmative action program for the University Library has been updated as far as recruiting and employment practices are concerned. The role of the Staff Development Program is one of assisting and implementing the Affirmative Action Program to ensure that minority members of the staff receive every opportunity for development and training that other members of the staff enjoy. Beyond that, the Staff Development Program is designed to encourage the acceptance of minority staff members on their merits as individuals rather than thinking of them as members of a minority group.

EVALUATION

Evaluation techniques have yet to be determined for measurement of the results and change in attitudes that can be expected when the staff development program is implemented. Evaluation of the program should measure whether program objectives have been met. It should identify strengths and weaknesses in the program and determine whether the results of the program are worth the time and money expended.

Although the Staff Development Program is yet to be implemented, almost all members of the LARC staff are enthusiastic about its potential. The LARC administration and the university administration are committed to it in giving time, resources, and available funds for its promotion. An indication of the staff's long term commitment to staff development is the recent adoption of a Staff Personnel Plan which provides that an elected Staff Development Committee be one of two standing committees.

SECTION I STAFF DEVELOPMENT MODELS IN LIBRARIES, AGENCIES AND LIBRARY SYSTEMS

MODEL 16

PARTICIPANT.....Frank J. Swan

ORGANIZATION.....Jackson County Library System
Medford, Oregon

DATE.....Draft of April, 1976

COMMENT:

This is a model of a process for developing a staff development program. The plan intends to facilitate the Staff Development Committee's accomplishment of its goal to constantly improve staff capabilities. As the Committee moves through the process to fulfill its mission, its members will be exposed to the opportunity for a valuable learning experience.

Personnel in some organizations tend to adopt a very specific training activity in moving toward a staff development program. This approach offers immediate evidence of activity and can serve to interest the staff in growth opportunities. In this model, however, a systems approach is offered. It will take longer to reach the stage of implementing activities but is likely to lead to a wholistic inclusion of mutual staff and organizational growth and may, in the long run, assure quality programming.

Environment

Josephine County Library System comprises a main library and three branches all with a total full-time equivalent staff of about 25 persons of which no more than four are librarians with MLS degrees. This library system serves a county of approximately 50,000 people of which about 14,000 are in the county seat of Grants Pass where the main library is located. The county is also served by a community college located in Grants Pass. The library system delivers primarily basic library services to its community on a very limited budget.

The Jackson County Library System includes a main library, a processing center, and 12 branches. The total full-time equivalent staff is about 65 persons of which only 10 have MLS degrees. Of the remaining, approximately 30 are full-time employees and 15 are part-time. Many of these part-time personnel are Community Librarian positions. This library system serves a county population of 108,000, with 34,000 of the total living in the county seat, Medford, where the headquarters of the library system is located. Staffing will be reduced in the coming fiscal year.

The county's continuing education needs are also served by SOSC, a four-year college in Ashland, a town of 14,000 where a large branch library is located. This branch is headed by two professional librarians. Other local education programs are offered by Oregon College of Business in Medford, the Free University classes in Ashland. Evening courses are offered by some of the school districts. Jackson and Josephine Counties are at least a three-hour drive away from the University of Oregon at Eugene which has an accredited MLS program. The Jackson County Library System gives basic library services to its diverse community within the constraints of a shrinking budget and an inadequate headquarters building.

The eleven remaining library branches in Jackson County serve towns of 400 to 5,000 people each. Most of these libraries are open less than 40 hours a week and operated by only one person, many of whom have only a high school education although years of experience in their jobs.

The Jackson and Josephine County Library Systems have long been involved in cooperative activities for mutual benefit. These neighboring library systems have participated in a cooperative staff development program since 1973. Staff development is a necessary function of the Library System derived from the requirement of the system to constantly improve its service capabilities. Planning for this staff development program is done by a committee of six representing both library systems. The following list indicates some of the aspects of the present staff development program which need corrective action if in-service training for maximum staff benefit is to take place:

The In-Service Committee currently lacks the time for long-range, well conceived planning and direction of staff development programs.

Time is occasionally lost in the committee due to its present lack of a common basic approach to planning staff development and a lack of defined goals for the program.

Clear and measurable objectives have never been set out for current staff development programs.

Present staff development programs are not capable of measurable evaluation.

Wide ranging staff participation in designing development programs is needed in order to improve desired participation.

The present staff development program is not geared to the needs of management and middle management personnel.

The present staff development program is not designed to provide in-depth knowledge and directly useable understandings for a majority of the staff.

The staff development needs assessment done in Jackson and Josephine County Libraries in September, 1975 was incomplete because it contained no questions pertaining to the present In-Service Training Program.

Staff development activities do not generally lead to a solution of the operational problems which occur within the libraries.

Staff development programs have not encouraged the establishment of clear and measurable departmental and system wide objectives.

As a participant of the WICHE Institute on LSD it is my responsibility to assist and train the In-Service Training Committee, and act as their resource person for designing programs; however, it is not my responsibility to personally train the whole staff nor to personally establish new activities or programs myself. Preparation of staff development programs is the function of the In-Service Training Committee with the suggestions and help of the entire staff.

Since the content of the WICHE Institute on Library Staff Development has been the planning procedures we are to use to design staff development programs rather than staff development

programs per se, since everything that the WICHE staff has presented to us has been on the basis of utilizing that same planning procedure, and since in my own prior contact with this procedure through the systems approach I came to believe in its validity and strength as a planning tool, I have made the assumption that presentation of this procedure and the systems approach to our staff is the most beneficial and logical first step toward improving our staff development programs as well as many other library functions.

The systems approach is a wholistic, rather than linear, method of observing, evaluating, planning or designing anything. It was developed from the general systems theory as a result of observation of systems of all kinds - natural, social, mechanical and mathematical - in an attempt to find a common bond. The systems approach utilizes an obligatory sequence of interactive elements.

OBLIGATORY SEQUENCE

Observation of the Environment (i.e., Situation) with its resources, constraints, requirements, restrictions leads to a NEEDS ASSESSMENT. Based on this assessment one designs a System (or program, plan, etc.) by first establishing needs related GOALS. Goals are then transformed into measurable OBJECTIVES, from which are derived the ACTIVITIES (functions) required to accomplish the system's goals.

Not until this point in the process when all the above pre-planning is accomplished should any thought and decision be given to the COMPONENTS required for the activities needed. At each step there should be FEEDBACK AND EVALUATION leading to possible reassessment and accommodation. Constant evaluation of the system's relationship to environmental needs must be maintained.

PURPOSE

The purpose of Staff Development in all its possible forms is to enable the library and its staff to continually improve their service effectiveness to individual users and the community at large. All staff development programs must be able to demonstrate, at minimum, stated indirect benefits to the library user in terms of improved or enhanced services.

Therefore, in designing training programs the In-Service Training Committee must constantly raise the question, "How will this training program or activity benefit the library user?" If affirmative results cannot be anticipated and put in written form the activity is suspect.

GOAL

My goal as the resource person from the WICHE Institute on Library Staff Development (LSD) is: To improve the ability of the In-Service Training Committee to determine and implement staff development programs which are goal oriented, functionally relevant for all staff levels, and capable of concrete evaluation.

OBJECTIVE

The In-Service Training Committee will be trained in the use of the systems approach as a tool for designing staff development programs by June, 1976. Evaluation of the successful accomplishment of this objective will be measured by the following criteria:

1. The committee will have assessed the staff needs of the present In-Service Program and will have translated those needs and the previous needs assessment into an overall Staff Development Program goal by March, 1976.

2. Clear, acceptable, and measurable objectives for staff development programs will have been defined by the committee based upon the use of the systems approach by April, 1976.

3. An outline of a financially realistic staff development program, serving all staff levels, which is capable of concrete evaluation will be developed by May, 1976.

4. The In-Service Training Committee will have completed a two-year plan for orderly, goal oriented staff development which recognizes and addresses itself to priority training needs of all departments and all staff levels by June, 1976.

5. The In-Service Training Committee will have trained other department heads and key personnel (at least twenty-four persons in the two systems) in the use of the systems approach by October, 1976.

RESOURCES

My own limited experience with the systems approach

Experience of some other staff with other models of planning concepts

Library materials collections dealing with program budgeting, planning, decision making, and systems planning

WICHE staff, background and knowledge

Good will and receptive attitude of In-Service Training Committee and their willingness to work for change

Text will be "Developing a Systems View of Education" by Bela H. Banathy, Fearon Press, 1973

Auxiliary reading materials - "Planning and Evaluating Library Training Programs" by Brooke E. Sheldon, Florida State University (Available from WICHE). "Preparing Instructional Objectives" by Robert F. Mager, Fearon Press 1962. "The Universal Traveler" by Don Koberg and Jim Bagnall, 1972.

CONSTRAINTS

Training of In-Service Training Committee members must not unduly interfere with their service to patrons.

Although staff development committee time is limited due to both financial and service constraints, presentation of the systems approach and planning procedures requires concentrated or at least frequent contact time for maximum results.

The directors of the two systems must be involved in the training of the In-Service Training Committee as active learner-participants, but especially as evaluators.

Since membership in the In-Service Committee changes, training in the committee's work, goals and techniques must ultimately include any staff members who might become members of the committee.

Each learner - participant will be prepared for each session with written notes pertinent to that element of the obligatory sequence which is the subject of the particular session.

Learner - participants will be paired and each pair assigned portions of the plan to draft, utilizing input from participants prepared notes and information from subsequent discussions.

ACTIVITIES

1. Presentation:

Overview of the training program including the obligatory sequence e.g., Needs Goal Objectives Functions Components Evaluation

Basic Sequence common to systems analysis, PERT, CIPP, PPBS, MBO and problem solving, etc.

Relationships of Systems e.g., Environment, Suprasystem, System, Subsystem

Discussion of techniques of needs assessment

Assignment:

Committee members will conduct and analyze a brief needs assessment on the current In-Service Training Program among their departmental staff.

Read Banathy, Preface pages v and vi and Chapter 1 pages 1 thru 4.

2. Presentation:

Review of systems relationships and study of system structure, e.g., input, transformation, output, feedback

Developing a familiar model for transformation

Discussion of needs assessment results from committee members as well as information supplied by resource person from the September 1975 needs assessment questionnaire

Preliminary formulation of a Staff Development Goal based upon the needs assessment analysis

Discussion of the characteristics of a goal

Requirements of Objectives

Assignment:

Read Banathy Chapter 2 pages 5-18.

Committee members will individually prepare goal oriented Staff Development Objectives, based upon the needs assessment analysis.

Members will also begin keeping a log of problems encountered and solutions attempted in using the approach.

3. Presentation:

Discussion of objectives formulated by committee members to determine those objectives best addressing the training needs of the two systems.

Discussion of output model: What will the final product look like, act like or be like according to specified objectives.

Assignment:

Committee members will present goals and objectives to department staffs for feedback and evaluation.

Read Banathy Chapter 3 pages 19-34.

4. Presentation:

Reevaluate objectives, determine if all objectives meet all criteria of objectives. Determine if objectives are limited to the problem(s) at hand.

Evaluate training activities and accomplishments thus far according to Objective criterion #1.

Preview analysis of input activities and discuss.

Assignment:

Committee members will prepare lists of alternative program concepts potentially capable of satisfying objective requirements. Costs and availability are not to

Assignment: (cont'd)

be discussed or considered at this point. In preparing lists, committee will maintain a mental distinction between program concepts and program components.

Read Banathy Chapter 4 pages 35-50.

5. Presentation:

Discuss alternative program concepts generated by committee members and brainstorm additional program ideas.

Compare program ideas to objectives and evaluate.

Analyze and discuss the organization or structure of the transformation process.

Assignment:

Participants will meet with their department staffs to brainstorm program - component ideas from which participants will prepare lists of all components which could possibly activate the various alternative programs.

Read Banathy Chapter 4 pages 51-72.

6. Presentation:

Compare and combine the various program concepts with the components listed and evaluate against objectives.

Resource person will bring in commercial program components and related information gained from the WICHE Basics Workshop.

Brainstorm all available resource and possible constraints which might impinge upon the two library systems and their staff development programs.

Discuss output organization and activities.

Evaluate training activities and accomplishments according to objective criteria #2 and 3.

Assignment:

Compare and weigh constraints and resources against the various program - component alternatives.

Read Banathy Chapter 5 pages 73-83.

7. Presentation:

Discuss feedback and control structure.

Compare and evaluate the most promising program - component combinations in relation to stated objectives and highest priority training needs.

List all foreseeable results and indicate most likely results for each program combination.

List and estimate all costs for programs which appear most promising and evaluate against likely results.

Evaluate training activities and accomplishments using objective criteria #4.

Discuss methods for In-Service Training Committee to prepare their staffs in the basics of the systems approach.

Assignment:

Go therefore and do likewise.

REQUIREMENTS

- Location central to Grants Pass and Medford

- Privacy to avoid interruptions and allow free discussion yet still provide an availability of participants to rest of library for emergency purposes.

- Mornings would generally appear to be a better meeting time since participants would be fresher, generally more free of meeting activities, and if the time is carefully scheduled might allow two of the participants to meet on the way to work thus saving some mileage expenses.

- Meeting times need to fit with all participants schedules, particularly the schedules of the directors.

- Frequency, number, and length of sessions operate together in that fewer sessions require longer time periods with shorter intervening periods and vice, versa.

- The work load demands on all participants coupled with public service requirements of all participants would seem to effectively rule out frequent all day sessions; therefore short sessions of two to three hours would seem appropriate.

- Short sessions, as indicated above, would lend themselves to a frequency of every week or every two weeks which would additionally allow time for contemplation and work with the process.

- Activities listed indicate a need for five to seven separate short sessions. Gold Hill Library would fit all these requirements. It is closed to the public each morning and therefore available (unless otherwise scheduled for meetings) until 2:00 p.m. It is staffed on Tuesday mornings, which could also be a benefit for handling incoming phone calls, etc.

While materials costs of this training program are relatively low, the dollar value cost in staff time and travel is significant. The largest materials cost would be for eight (8) copies of the text I prefer, purchased by Jackson County Library System from the Directors fund for a total of eighteen dollars ($18.00) and cost of cassettes at seventy dollars ($70.00)

Staff time required for each participant including travel time should be about 25 hours. Dollar value of staff time used for three participants, including the director from Josephine County, is expected to be about $500.00 based on an estimated staff time cost of $20.00 per hour. Based on an estimated hourly cost of $33.00 per hour for the five Jackson County participants, including the director, the expected value staff time used would be $825.00.

Mileage costs can theoretically be reduced to a minimum by adjustments (where possible) in the schedules of some participants and by maximizing carpooling. If this is done round trips from Grants Pass to Gold Hill can be reduced to seven (7) and one way trips from Gold Hill to Grants Pass can be reduced to seven (7). One way is about 20 miles figured at a rate of .16¢ a mile; the mileage cost to the Josephine County Library would be about $67.00. Total miles 420.

Following a similar approach there could be only seven (7) round trips, Ashland to Medford, 26 miles each, and seven (7) round trips from Medford to Gold Hill at 28 miles each and 14 one way trips from Gold Hill to Medford at 14 miles each for a total of 574 miles at .16¢ a mile. Total travel cost $92.00.

It is recommended that both library systems borrow cassette recorders and purchase 14 (90 minute) cassette tapes each on which to record training sessions. The resource person will also have a personal set going. These will enable both systems to use the material for aids in training additional staff later as well as providing playback capabilities for participants.

COST TABLE:

	Jackson County	Josephine County
Text Books	$ 11.25	$ 6.75
Materials (pads, cassettes, coffee, cups, etc.)	55.00	37.46
Salaries	825.00	500.00
Mileage	92.00	67.00
	$983.25	$611.21

BENEFITS

The first required benefit will of course be a two-year staff development plan that includes programs for all staff levels and needs and indicates priorities. This plan should be ready in late spring or early summer. A less apparent but more important benefit would hopefully be a nucleus of staff members in both library systems, who would have a common mental framework with which to express their unique backgrounds and knowledge in tackling system problems, training other staff, and helping to move the libraries toward the use of program budgeting and management by objectives.

SECTION I STAFF DEVELOPMENT MODELS IN LIBRARIES, AGENCIES, AND LIBRARY SYSTEMS

MODEL 17

PARTICIPANT.....Mary Bates

ORGANIZATION.....Blue Mountain Community College Library
Pendleton, Oregon 97801

DATE.....Draft of April, 1976

COMMENT:

This model is essentially an action plan which seeks to build from present opportunities that exist to explore ways to cooperate and to make the most of serendipity. Often the side-benefits from staff development efforts are overlooked, because the focus is too closely on the anticipated outcomes. Yet, in many cases, serendipitous outcomes may be more long-lasting and beneficial both to the individual and to the organization.

This model has a three prong thrust: (1) the obvious attention to the needs of the College library staff proper, (2) the consideration of cooperative staff development needs among all types of libraries in the College district, and (3) the prospect of working with the rest of the Oregon participants in the WICHE workshop to develop a team which could travel to various parts of Oregon to assist with the process of setting goals and objectives for staff development programs.

GOALS:

1. To determine on the basis of present opportunities for staff development methods of satisfying the needs of technical competence and personal growth of the College library staff.

2. To determine how staff development needs might be accomplished in a cooperative way among various types of libraries throughout the College district.

3. To discover a method by which all five librarians who represented Oregon to the WICHE Staff Development workshop might share ideas with librarians from all types of libraries throughout Oregon.

4. To take advantage of any serendipitous opportunities for staff development.

OBJECTIVES:

1 a. To determine College library staff development needs from staff members by November 1975 (See form below).

Present tasks?	How well do you do them?	Where do you want to be?	What would help you to get there?
1.			
2.			

b. To discover from all College faculty, administrators and staff, how library staff could better serve the library community. (Use WICHE Needs Assessment form.)

2 a. To gather continuing needs through oral and written methods at workshops to be held in January, February and March, 1976.

b. To determine during March or April the possibility of a joint meeting with librarians and their supervisors to discuss formulating of goals and objectives. Include affirmative action.

3 a. By mid-April to hold planning meeting for method of sharing concern for staff development with participants at Oregon Library Association annual convention to be held in Lincoln City, April 28 - May 1.

b. To discover through inquiry at OLA, interest in applying for possible Federal or foundation monies to finance training sessions throughout Oregon.

4 a. To keep in close contact with publisher representatives throughout 1975-76 as to types of training sessions or workshops available.

b. To keep abreast of activities of Umatilla-Morrow school librarians through 1975-76 via their monthly meetings and to note any opportunities for cooperative staff development activities.

STAFF DEVELOPMENT MODEL

GOAL	OBJECTIVE	ACTIVITY	EVALUATION
1. Unmet needs	1a From Library Staff	1a Use form p.1	1a Some ideas gained. Supplemented by interview and general staff discussions. Interlibrary cooperation suggested.
	1b From College Staff	1b Use WICHE suggested form	1b Instrument too sophisticated and vague. Much supplemental discussion, interviews needed. Most needs could be accomplished through interlibrary activities.
2. Cooperative methods	2a Workshops	2a Jan. - "Librarian as a Learning Consultant John Switzer.	2a Interaction among participants. VTR of participant role playing.
		Feb.- "Interlibrary Cooperation" - Dian Walster. Slide tape introduction.	Linear rating continuum
		Mar.- "Mending Workshop" Fred Brewis (Mary Bates)	Formal open-ended instrument. Follow-up letter eliciting ideas from those who did and those who did not attend in 5-county administrative district.
		April - Encourage as many as possible attend OEMA and/or OLA.	Informal discussion at next joint meeting.
		May - Joint meeting of supervisors and librarians. Include affirmative action planning.	Formal instrument Number of AA plans developed
3. State plan	3a April planning meeting	3a Meet during last session of WICHE workshop	3a Plan developed
	3b OLA	3b Panel discussion	3b Informal discussion
4. Serendipity	4a Publisher rep presentation	4a Standard and Poor publications use. VTR for future use with rep from business dept. of College	4a Informal discussion VTR
	4b School and public librarians' ideas	4b Cataloging A-V materials workshop	4b Formal instrument - probably open ended

Bibliography: WICHE publications: needs assessment form and various mailings sent to support workshop. Sheldon, Brooke. Planning and Evaluating Library Training Programs. 1973. Knowles, Malcolm. The Modern Practice of Adult Education. Association Press. Planning models from Washington State Advisory Council on Libraries (Washington State Library, Olympia, WA.).

SECTION I STAFF DEVELOPMENT MODELS IN LIBRARIES, AGENCIES AND LIBRARY SYSTEMS

MODEL 18

PARTICIPANT.....Sue Littlepage

ORGANIZATION.....Pathfinder Federation of Libraries
Great Falls Public Library
Great Falls, Montana

DATE.....Draft of April, 1976

COMMENT:

This model inter-relates the purposes of the Continuing Education Committee of the state library association with those of the library system. A needs assessment, conducted by the Committee, revealed state-wide needs for staff development. The Federation then has used those needs as the basis for a series of system workshops over a two-year period.

The use of a state-wide assessment of needs is here assumed to reflect the prime needs within the Federation. Given the essential kinds of needs indicated, this assumption is probably fairly accurate. In another situation it might not be.

The series of training activities might also be used to build people relationships throughout the Federation for other purposes, including further staff development efforts. The use of existing scheduled events is necessary in a state with huge geographical distances between libraries.

The continued success of the symbiotic relationship between the library association and the regional systems will depend to a great extent on sustained mutual benefits, continued consistent committee membership and the outcomes from the initial activities.

Environment

In the State of Montana, there are three large public libraries, a few moderate sized libraries, and numerous very small libraries. Many of these small libraries are staffed by a single person, most often non-professional, from 5-40 hours a week. Distances are great between libraries, money is scarce, and educational opportunities relatively non-existent for the remote librarian. In the mid-sixties a federation system for libraries was instituted to overcome some of these problems. (Each of the six federation districts are headquartered by a large library in that area which, in turn, provides the rural libraries with many basic library services. Because a federation system allows the small library to remain autonomous and free to federate or not federate, nearly 50% of the counties in the state have not yet joined a federation, thus perpetuating that body of librarians with many of the problems overcome through federation membership.) Regardless of the status of a library, there is frequently a call for help or training of some nature from these remote areas which must be heeded by someone, somewhere in the state.

The Continuing Education Committee of the Montana Library Association comprises representatives from school, vo-tech, university, and public libraries as well as library education who have shown a working interest in establishing a continuing education program for Montana librarians. The goals of the committee include the intention to:

1. Create an awareness of the importance of professional growth in the field of library service and the need for continuing education.
2. Implement an assessment of continuing education needs.
3. Coordinate and advise state continuing education program opportunities.
4. Serve as a link between WICHE and the state in collecting and disseminating materials, information, and services.
5. Evaluate continuing education activities.

NEEDS ASSESSMENT

The state-wide needs assessment, distributed, tabulated, analyzed just recently, serves as the primary guide for this model. Of an approximate 386 questionnaires sent out to public librarians and their staff members, 125 were returned. One hundred and seventeen of those returned were completed correctly and useable in tabulating and analyzing the results. Seven primary needs were identified by public librarians as being priorities in training opportunities:

1. Reference and interviewing techniques
2. Library materials selection
3. Determining library and community needs (defining the role of the library in the community.)
4. Cataloging, weeding, and technical processing
5. Planning and organizing library activities and programs
6. Improving skills in dealing with individuals and groups
7. Public relations and publicity skills

PROGRAM

These needs are to be incorporated into a continuing education program which will run through 1977, with meetings being held quarterly at the federation headquarters -- in this case, the Great Falls Public Library, Headquarters of the Pathfinder Federation. Coordinators of the federation headquarters will then report their continuing education activities to the MLA Continuing Education Committee, which will in turn share the information through a newsletter with other public librarians in the state.

The objectives governing this program are:

1. To deliver training to librarians through workshops, seminars, meetings, and other activities to attempt to satisfy the needs expressed in the needs assessment.
2. To introduce the concept of continuing education to rural, non-federated librarians, illustrating its value to the extent that the librarians will continue to attend and seek other continuing education activities.
3. To provide organized continuing education activities other than formal course work in such locations as to facilitate feasible distances and costs to the participants and the host library.

4. To increase the competency level of librarians in the state, thus increasing the library's service potential.

(Separate objectives, of course, will be designed for each of the training sessions.)

ACTIVITIES

The dates established in this model coincide with the quarterly federation librarian meetings/ workshops that have been held at Great Falls Public Library since implementation of the federation system. The goals of the continuing education activities are worked toward by district wide participation in this program; therefore librarians from non-federated counties are invited to participate with the federation librarians in the various activities. Scheduled activities occur throughout the next two years as follows:

1. May, 1976 MLA Conference
2. June, 1976 Reference materials and interviewing techniques
3. September, 1976 Library material selection
4. December, 1976 Determining library and community needs
5. March, 1977 Public relations and publicity skills
6. May, 1977 MLA Convention
7. June, 1977 Cataloging, weeding, and technical processing
8. September, 1977 Planning and organizing library activities and programs
9. December, 1977 Improving skills in dealing with individuals and groups

Meetings will begin at 10:00 a.m. and end at 3:00 p.m. as has been customary in former federation meetings/workshops. If funding becomes available, travel expenses to the federation headquarters library will be met by the headquarters. All AV, printed, and other instructional materials and supplies will be provided by the federation headquarters.

To illustrate the way in which these activities will be administered, various methods and materials for the first session will be discussed in this model. As an introductory activity to the first session, a 30 minute video-tapeprogram purchased out of Milwaukee and entitled: "Reference: More Than an Answer" will be shown. Discussion will follow led by a university instructor in library science and an experienced representative from the reference department. Tips on frequently used tools, reference collection development and maintenance, and techniques that can be used in the reference interview and information assistance to fully satisfy a patron will also be covered in discussion by the two resource people. Part three of this program will entail a series of actual reference situations distributed among the participants for a simulated learning experience. Analysis discussions will follow each presentation.

After these preliminary training activities, a search exercise will be conducted. Each librarian present will be given a packet of requests he or she has submitted to the federation headquarters over the past few months to search in the headquarters library. Assistance will be offered, again, by the resource people. Following this activity an actual staff exchange will be implemented in which headquarters librarians will staff the rural libraries while that librarian spends 2-3 days as an employee of the federation library. At this meeting a schedule for the exchange will be established in accordance with each librarian's scheduling preferences. A current packet of reading materials collected for this topic will be given to each librarian to use as follow-up information after completion of the workshop.

EVALUATION

Evaluation of this program session will take place over a period of time in three basic phases. The first phase will consist of a written evaluation with discussion as a conclusion to the workshop. The second phase will be a headquarters analysis of the requests turned in by the attending librarians as to the degree of improvement in clarity and specificity of requests coming since the workshop. Phase three will be a visit by the resource people and headquarters coordinator after a six month period to observe the reference process, scrutinize the reference collection, and answer any additional questions the librarian may have had. A final evaluation phase to the entire continuing education program outlined here will be spot surveys and interviews in the community of all of the areas of service covered in this program. Additional programs will then be designed to retrain librarians in the indicated areas of weakness.

SECTION II STAFF DEVELOPMENT FOR LIBRARY PERSONNEL ON A STATE-WIDE BASIS

MODEL 19

PARTICIPANT.....Geneva Van Horne

ORGANIZATION.....Montana Library Association

DATE.....Draft of May, 1976

COMMENT:

This model presents the continuing education effort by a state library association designed to meet the needs of the state's school library media practitioners. As such, it relies primarily on the individual to acknowledge his/her specific needs, to avail him/her-self of the learning opportunity and to integrate the learnings into the on-the-job application.

The scope of the effort is noteworthy and might well serve as a stimulus for further and future efforts. The conference program has made use of many resource persons who then are identified as individuals who could be contacted subsequent to the conference for assistance.

NEED DETERMINATION

In early October of 1975, the State's school library media practitioners who belonged to the Montana Library Association responded to a self-administered needs assessment instrument dealing with the continuing education focus and coverage for the annual state conference May 6, 7, and 8. In addition, the boards of the two school divisions, library (MASL) and A-V (MIMA), participated in a lively group problem analysis prioritizing known professional needs of themselves and colleagues. Third, through telephone calls and personal interviews of eleven key leaders, including district supervisors, and a geographic sampling of school library-media practitioners in class A and B schools, further refinement of specific needs was ascertained.

Expressed needs centered on the desire to become better acquainted with the new national guidelines, Media Programs: District and School; selection of media to fit the curriculum; simple A-V media production; Title IX and affirmative action; basic A-V equipment specifications, purchase, use, and repair; coping with challenged materials; literature for kindergarten; reference up-date; and designing individualized learning packets.

ACTIVITIES

Acknowledged experts in the state were identified and contacted to develop ten mini-session workshops of one hour or less for the annual state conference addressed to those issues. Only two among those fields identified as needed has not been covered. Reference up-date and designing individualized learning packets will be offered during this summer session at the University of Montana.

Besides subject content, instructional strategies and methods were varied, including effective slide/tape sequences, games, small group interaction followed by large group synthesis, panel, "hands-on" A-V experiences, simulation, video-tape, transparencies with slide/tape sequences to reinforce structure, and model guidelines.

EVALUATION

Evaluation of the workshops was completed through brief conferences involving twenty-one individuals in addition to a "check and short answer" form. Approximately one-half of those in attendance completed the latter. Results of the evaluations indicated that eight of the mini-workshops were consistently rated high with accompanying complementary statements added on several forms, while two of the sessions were rated low, the consensus of opinion appearing to be that it was too long and excessively detailed; the other, that the person, though knowing the content well, had difficulty expressing himself coherently and had a condescending, "superior air."

CONSTRAINTS

Major problems included:

1. Locating competent professionals willing to provide sectionals and workshops without monetary compensation
2. Arranging time slots so the school library-media specialists had an opportunity to attend first and second choices without conflicts

Major problems included: (cont'd)

3. Assuring adequate physical arrangements, minimum noise interference, and A-V equipment performance
4. Meeting the expectations of an heterogeneous audience with diverse field experiences, pre-service, and continuing education background
5. Receiving "input" and "feedback" from the target audience

PROFESSIONAL/PERSONAL GOALS

I certainly accomplished the professional and personal goals I had set for myself. Some of these were:

1. Identified the actual needs and interests of the state's school library-media practitioners who belong to the Montana Library Association as far as professional growth and development was concerned
2. Assisted in developing a program for the annual state library conference addressing to needs and interests of a given group of practitioners with a variety of activities
3. Located a pool of school library-media specialists and educators capable and willing to provide quality presentations and demonstrations
4. Constructed a needs assessment instrument, interpreted the data, designed program sequences to achieve identified goals and objectives, and devised an evaluation instrument and interviewing techniques to measure the degree of success achieved in attaining specific objectives
5. Served as a catalyst for directing attention and encouraging development of programs addressed to professional growth and continuing needs of Montana librarians as in-coming MLA president, and as a member of the state MLA board of directors and the state's continuing education committee

SECTION II STAFF DEVELOPMENT FOR LIBRARY PERSONNEL ON A STATE-WIDE BASIS

MODEL 20

PARTICIPANT.....Barbara J. Mauseth

ORGANIZATION.....Nevada librarians through the State Library

DATE.....Draft of May, 1976

COMMENT:

An in-depth, state-wide needs assessment combined with efforts to identify present continuing education opportunities in the state provides the base for an action plan which will be developed through a new state association committee. To channel the information from the needs assessment to providers of training makes the most of those existing opportunities.

NEEDS

A needs assessment instrument devised by the four Nevada participants in the Institute for training in Staff Development was mailed to over 800 members of the library community in an effort to

> ..."aid the Nevada State Library, the Nevada Library Association, and WICHE in determining the kinds of training for increased proficiency that can be incorporated into a statewide continuing education plan...."

Responses were received from over 200 persons, and a report incorporating the tabulation of results was published in the state library association's newsletter.

Areas of most need were identified as follows:

Personnel administration	95
Local/state history	88
Technical services	77
Materials selection	68
Reference services	66
Public relations	64
Non-book materials	61
Interlibrary loan and networking	49

Needs not listed in the above received less than nineteen votes apiece.

Following this initial listing of needs, an informal meeting was held with the Director of the Nevada Personnel Division's director of Resource Development and Training Program to determine to what extent already developed programs could be adapted for presentation to library personnel. Negotiations for such training will be carried out in the coming months.

A heavy reliance upon the university system to offer training opportunities was evident, as indicated by the following responses to an inquiry asking who should provide training:

University	87
Employer	74
WICHE	53
Community College	46
Nevada Library Association	45
Nevada State Library	43
Regional resource libraries (public libraries)	36
No reply	27

Obviously, some persons marked more than one choice!

As a further result of the tabulation, an attempt was made to gather data about existing courses and activities being offered by the libraries and school systems of the State that would relate to expressed needs. The university system, and one school district so far are the only respondents. Further attempts will be made to gather the data.

A further spinoff of the needs assessment -- and the participation by the four Nevadans in the Institute -- is the formation of a Personnel Development Committee of the Nevada Library Association. The four Institute participants form the nucleus of the group, which also includes members from the public, academic, and school library segments.

PROJECTIONS/POSSIBILITIES

The formation of the above committee presents an opportunity to use the human resources of the group to further refine the data gathered, and to develop an action plan from that refinement process.

Current plans call for opening negotiations with the community colleges to provide assistance in the design of courses that will hold a practical value to those persons already working in libraries of the State, and to provide an interface with the two university campuses, both of which offer a considerable number of credit courses in the subject areas reflected in the assessment instrument.

Due to the high number of responses concerning state/local history, it is planned that a full day workshop be offered on the subject during the annual conference of the library association.

At that same fall conference, it is hoped that the Personnel Development Committee will have been successful enough in its efforts so that a series of action recommendations related to training activities can be presented to the membership.

SECTION II STAFF DEVELOPMENT FOR LIBRARY PERSONNEL ON A STATE-WIDE BASIS

MODEL 21

PARTICIPANT.....Jim Minges

ORGANIZATION.....South Dakota State Library
Pierre, South Dakota

DATE.....Draft of January, 1976

COMMENT:

This draft shows the initiative for staff development for libraries in the state taken by the state library. A state-wide needs assessment reveals interesting patterns of staff development needs. A comprehensive action plan, based on those needs, sets clear objectives and defines activities that will achieve those objectives.

The clarity and specificity of the objectives, which are statements of the outcomes desired, will serve as guidelines throughout the implementation of this plan. The close relationship between each objective and the activities gives strength and purpose to the program.

Environment

The 126 public libraries in South Dakota form a loose statewide network, but are totally independent of each other and of the State Library. There are no intermediate (regional) systems or networks, nor does the State Library provide grants to individual public libraries at this time. No well organized training program exists but the State Library has the responsibility for such training, and several state colleges have small library science programs oriented primarily toward school libraries. About 10 public libraries have professional directors, another 15 could conceivably hire such directors in the future and the remaining 100 libraries are staffed by paraprofessional employees. Travel statewide is possible for larger libraries, within the local area for perhaps 50-75% of the smaller libraries.

NEEDS

In general the needs analysis indicated that public library staffs in South Dakota need the ability to manage increasingly complex operations; to perform improved public relations activities; to provide special extension services; to attain larger population bases and to form interlibrary systems; and to perform basic library procedures related to materials selection, reference/interlibrary loan, technical services (cataloging, acquisitions, serials), government publications, audiovisual materials, microforms, children's and young adult services. Staffs of large libraries need the ability to cope with new developments, such as sophisticated circulation systems, and cable and video television, and all library staffs need to interface with developing networks. These training needs are further affected by:

1) The program for certification of public librarians which is currently being planned by the South Dakota Library Association;
2) Adoption of the CEU (Continuing Education Unit) as a statewide measure of nonformal educational activities. Frequently referred to in this plan, the CEU represents ten contact-hours of noncredit educational activity, and is viewed as an alternative to college credit in measuring continuing education.

NEEDS ANALYSIS METHODOLOGY

In order to survey a large, widely dispersed library network, the following methods were used:

1) An analysis of Public Library statistical reports was conducted, supplemented by this consultant's on-site evaluations of libraries in the state.
2) A sample of public libraries was surveyed using the attached survey instrument. Twenty-five libraries (approximately a 20% sample) were surveyed, five by individual and group interviews and twenty by mail. The sample was skewed somewhat toward larger libraries to reflect their larger and more complex staffs and service programs as follows:

Population Served	Sample
0 - 2,000	9 of 77
2,000 -10,000	7 of 29
10,000 -25,000	6 of 17
25,000 +	3 of 3

3) The information gained by the above steps was analyzed with numerical values assigned to high, medium and low levels of training need.

STAFF DEVELOPMENT PROGRAM FOR SOUTH DAKOTA PUBLIC LIBRARIES

GOAL: To develop staffs and trustees in South Dakota Public Libraries who are trained in all skills needed in the provision of public library service.

OBJECTIVE 1: To implement a system for the communication of information among public librarians and trustees concerning opportunities for training in librarianship.

ACTIVITIES:

1. Obtain information concerning training activities and resources from agencies which provide training in librarianship and related fields of interest,

ACTIVITIES: (cont'd)

Producers of learning packages and aids, and clearinghouses for continuing education information.

2. Publish in each issue of the South Dakota State Library Newsletter and Bookmarks (Newsletter of the South Dakota Library Association) a listing of upcoming training opportunities, beginning February 1, 1976.
3. Inform librarians and trustees by July 1, 1976, that all information gathered in activity 1 are available by written, TWX, or toll-free In-WATS telephone request.
4. Establish by July 1, 1976 mailing lists to notify different categories of agencies and individuals of training events of interest.
5. Distribute reports of at least two continuing education activities during each calendar year in the period 1976-1980 to all public librarians and trustees.

OBJECTIVE 2: To establish staff development programs within South Dakota Public Libraries, primarily those with a staff of at least four full time employees (or equivalent).

ACTIVITIES:

1. Design guidelines for staff development plans in libraries, in cooperation with other South Dakota participants in the WICHE Institute for Training in Staff Development by January 1, 1977.
2. Make available to all librarians and trustees all staff development plans resulting from the WICHE Institute for Training in Staff Development by January 1, 1977.
3. Perform a workshop of at least 10 contact hours to train library administrators in developing staff development programs for their libraries by January 1, 1978.
4. Assist, upon request, library administrators in performing needs analyses, and planning and implementing staff development programs.

OBJECTIVE 3: To develop librarians and trustees of South Dakota Public libraries who are trained in the areas of primary individual need expressed in the needs analysis performed for this plan, at an appropriate level of sophistication, within five years.

SUB-OBJECTIVES:

A) To train the administrators of 75% of libraries serving at least 10,000 persons, and of 25% of libraries serving 2,000 - 10,000 persons, in skills needed for effective management of those libraries.

B) To train staff members of at least 60% of all public libraries in skills at the level of sophistication needed by these individuals in the areas of reference/interlibrary loan, materials selection, audio-visual services, technical services (acquisitions, serials, cataloging, processing, weeding), microforms, government publications, public relations, children's services, young adult services, extension services, and clerical skills.

C) To increase the awareness by library administrators, particularly in libraries serving at least 10,000 persons, of new trends and technology related to library service, including network development, cable and video television, and mechanical and automated circulation systems.

D) To train trustees of at least 60% of all public libraries in the duties of public library trustees, and to increase their awareness of possibilities for expanded public library services.

SUB-OBJECTIVES: (cont'd)

E) To assure that at least 75% of the public libraries in the state attain personnel standards required for accreditation of public libraries within the first year of operation of those standards.

ACTIVITIES:

1. To provide a series of workshops for library administrators to be held in at least one location in the state. One workshop should be held in the spring of each year during the period 1976-1980, and will award at least 1 CEU. Subjects to be included will be: program planning, management and evaluation (management by objectives); budgeting and fiscal management; systems analysis/cost accounting; management of physical facilities; personnel administration; and interpersonal communications.
2. To provide a series of workshops for library staffs to be held in at least four locations in the state each spring and each fall during the period 1976-1980. Each workshop will provide at least five contact hours, and the two workshops within each calendar year will award at least one CEU. Basic workshops will be offered related to: reference/interlibrary loans, materials selection, audio-visual services, technical services (cataloging, acquisitions, serials), microforms, government publications, public relations, children's services, young adults' services, and extension services. More advanced training sessions will also be offered in reference/interlibrary loan, technical services, children's services and extension services. It is possible that some of the above topics could be deleted if other means are used to provide training in those areas.
3. Contact educational agencies in South Dakota and attempt to implement by September 1, 1977:
   1) courses in librarianship for college credit offered in at least four locations in the state which do not presently have such courses available;
   2) courses specifically oriented toward the training needs of public librarians offered for college credit in at least two locations in the state.
4. Perform an analysis of the training needs of public library trustees by July 1, 1976.
5. Develop a plan for providing training for public library trustees by January 1, 1977.
6. Hold an institute offering at least 3 college credits or 6 CEU's to train those librarians who are virtually without any training in the basic skills needed for operation of a small public library, such institute to begin no later than June 30, 1978.
7. Notify public libraries by memorandum or article of local opportunities for education in clerical skills by July 1, 1976.
8. Survey the directors of libraries serving populations of at least 10,000 persons, or with annual budgets of at least $50,000 concerning the need for training in cable/video television use in libraries by July 1, 1976.
9. Arrange for a demonstration of various mechanized and automated circulation systems at the South Dakota Library Association Convention in October, 1976.
10. Circulate to librarians of libraries serving at least 2,000 persons test reports on automated and mechanized circulation systems, on demand.
11. Identify and purchase informational materials related to the training needs identified in this project.

ACTIVITIES: (cont'd)

12. Provide at least one workshop during the fall of each year related to new types of library services, networking, an advanced level of one of the skills covered in activity 2, or some other subject applicable to libraries serving at least 2,000 persons. Such workshops shall be held in at least one location.

OBJECTIVE 4: To increase the number of libraries serving a population of at least 5,000 persons as a minimal figure for support of adequate library service and a well trained library staff.

ACTIVITIES:

1. Discuss the need for more adequate population bases for public libraries, and problems involved in expansion of service areas or integration of existing library agencies at workshops or discussion meetings for librarians, trustees and local government officials in at least four locations in the state by January 1, 1978.
2. Distribute printed information concerning interlibrary contracts and mergers, methods for expanding service areas, etc. to all librarians and trustees by January 1, 1977.
3. Distribute an analysis of alternatives for provision of public library service in each county in South Dakota to the librarians, trustees, local government bodies and organizations in that county by January 1, 1977.

OBJECTIVE 5: To increase the number of Native Americans employed in South Dakota Public Libraries.

ACTIVITIES:

1. To provide a workshop of at least 1 CEU dealing with library services to the Indian people, including at least one contact hour dealing with affirmative action and the need for an increased number of Indian librarians in the state by January 1, 1978.
2. To place Indian library interns in at least six public libraries serving large concentrations of Indian people in order to perform special services to that population and ordinary library activities by January 1, 1979.

EVALUATION

1) College-credit courses will utilize conventional grading system for evaluation, with a predetermined target pass-fail ratio.
2) CEU courses will utilize written evaluation form.
3) Non-training activities will be evaluated solely on the basis of implementation by target date.
4) An evaluator will be appointed, probably another member of the state library staff, but possibly a librarian from outside of the agency if funds are available, who will issue annual written evaluations, and cumulative three and five-year evaluations of the program. However, since the evaluator may not remain the same person for the entire five years, reports should heavily utilize the above three evaluative aids to provide some uniformity. Program may be altered in progress on basis of annual evaluations.

(This bibliography was provided to each participant following the Needs Assessment Mini-Workshop in June, 1975, as a basis for following their individual interests and needs.)

WICHE/USOE INSTITUTE FOR TRAINING IN STAFF DEVELOPMENT

Bibliography

An initial bibliography of selected general titles

American Society for Training and Development, Inc., Professional Development Manual. Madison, WI., American Society for Training and Development, Inc., 1974.

A guide to assist those interested in increasing their understanding of the trainer's role and resources helpful in the trainer's personal development. Designed for those involved in training and development profession.

Burke, W., Warner and Richard Beckhard, eds. Conference Planning. 2nd ed. Washington, D. C., NTL Institute for Applied Behavioral Science, 1970.

A guide to planning and conducting effective conferences for diverse purposes.

*Chabotar, Kent J. and Lawrence J. Lad. Evaluation Guidelines for Training Programs. East Lansing, MI., Public Administration Programs, Michigan State University, 1974.

Guidelines for state and local trainers and administrators on the most beneficial approaches for evaluating specific types of training programs, given the many complexities and limitations involved in performing useful evaluations in real-world settings.

*Conroy, Barbara, Staff Development and Continuing Education Programs for Library Personnel: Guidelines and Criteria. Boulder, CO., WICHE, 1974. (Also available through ERIC).

Brief but comprehensive tool covering planning, implementing and evaluating staff development and continuing education programs for library personnel. This book is no longer available through WICHE.

Continuing Library and Information Science Education. National Commission on Libraries and Information Science. Washington, D. C., G. P. O., 1974 (Also published by American Society for Information Science).

Recommended by the National Commission the Continuing Library Education Network Exchange (CLENE) hopes to provide continuing professional

education opportunities for librarians. Much basic information is included which would assist planners of training programs in areas such as needed content, preferred modes of learning, and motivations for continuing education.

Craig, Robert L. and Lester R. Bittle, eds. Training and Development Handbook. N. Y., McGraw-Hill Book Company, 1967.

The purpose of this book is to provide a broad reference source for those responsible for developing human resources in any organization. It illustrates the status of the overall practice of training and development as well as specific techniques to be used in developing training programs.

Davis, Larry Nolan and Earl McCallon, Ph. D. Planning, Conducting, Evaluating Workshops. Austin, Tx., Learning Concepts, 1974.

A complete, concise guide to adult education activities, beginning with a simplified survey of adult learning theory, the book moves step by careful step through the workshop process, from the earliest planning stage to the final evaluation.

Denova, Charles C. Establishing a Training Function. Englewood Cliffs, N. J., Educational Technology Publications, 1971.

A basic guide to the problems of training in contemporary business and industry. Covers administrative and organizational requirements for a sound training function, basic aspects of the psychology of teaching and learning, and evaluation of results in training.

Engel, Herbert M. Handbook of Creative Learning Exercises. Houston, Tx., Gulf Publishing Company, 1973.

For the "inside" trainer, this book describes the selection and design of experiential learning exercises to be used in training activities. All the material in this book is geared to involve the participants directly and intensely in the training process.

Gorman, Alfred H. Teachers and Learners, the Interactive Process of Education. Boston, MA., Allyn and Bacon, 1969.

For teachers who wish to improve the interactive behavior in the classroom. The author builds on the basic assumption that effective teaching and learning is a process of communication among individuals in a group setting.

Grabowski, Stanley M. ed. Adult Learning and Instruction. Syracuse, N. Y., ERIC Clearinghouse on Adult Education, 1970.

An excellent collection of papers which discuss adult learning, instructional theory, and related issues in research and practice.

Ingalls, John D. and Joseph M. Arceri. A Trainers Guide to Andragogy. Washington, D. C., G. P. O., 1972.

A guide to new concepts and techniques in the field of adult education with particular emphasis on participative educational techniques.

Johnson, Stuart R. and Rita B. Johnson. Developing Individualized Instructional Material. Palo Alto, CA., Westinghouse Learning Press, 1970.

The overall purpose of this book is to assist teachers to improve the effectiveness of their instruction with the learners' needs as the prime consideration.

Kidd, J. R. How Adults Learn. Revised ed., N. Y., Association Press, 1973.

The author's purpose is to integrate ideas, theories and experience that will assist practitioners in adult education to better understand the adult learner as well as the process of adult learning.

Klevins, Chester, ed. Materials and Methods in Adult Education. N. Y., Klevens Publications, Inc., 1972.

Describes a wide range of diverse views on learning theory and implementation in the field of adult education. The main thrust of the book is as an aid to the teacher of adults in both formal and informal settings and at both pre-service and in-service stages of professional development.

Knowles, Malcolm S. The Modern Practice of Adult Education. N. Y., Association Press, 1970.

Serves as a basic and comprehensive guide in planning educational activities involving adults. Practical handbook, non technical language, straightforward approach.

Kozoll, Charles E. and Curtis Ulmer, eds. In-Service Training: Philosophy, Processes and Operational Techniques. Englewood Cliffs, N. J., Prentice-Hall, 1972.

A guide for the administrator or program planner on what to look for when instituting a staff development program and how to ensure a successful outcome.

Kozoll, Charles E. Staff Development in Organizations: Cost Evaluation Manual for Managers and Trainers. Reading, Ma., Addison-Wesley, 1974.

The author demonstrates that staff growth in any organization is more effective, more economical, and more acceptable to trainees if it is part of a system managed largely by in-house personnel. Also includes practical guidelines and a variety of training techniques with suggestions for putting theory into practice.

*Leonard, Edwin C. Assessment of Training Needs. East Lansing, MI, Public Administration Programs, Michigan State University, 1974.

Pulls together basic methodology on needs assessment in a systematized format and a single source. Includes instruments and extensive bibliography.

Lynton, Rolf P. and Udai Pareek. Training and Development. Homewood, Ill., Irwin, 1967.

Describes how to set up and maintain a training program-- the basic concepts, strategies and methods of training. Principles are drawn from experience.

Mager, Robert F. Preparing Instructional Objectives. 2nd ed., Palo Alto, Ca., Fearon Publishers, 1975.

A programmed text which assists the reader to formulate specific objectives to guide the development of training activities.

Mager, Robert F. Developing Attitude Toward Learning. Palo Alto, Ca., Fearson Publications, 1968.

A guide for teachers on how to recognize behaviors they can use as evidence of favorable attitude in students. Describes three principles and techniques they can apply to help students be more favorably disposed toward their subjects of study, and offers a way of measuring success.

Mager, Robert F. Measuring Instructional Intent. Belmont, Ca., Fearon Publishers, 1973.

A book designed for those who want to know how well their instruction works and how to develop the basic tools with which to measure instructional intent.

Mager, Robert F. and Peter Pipe. Analyzing Performance Problems. Belmont, Ca., Fearon Publishers, 1970.

A procedure for analyzing and identifying the nature and cause of performance problems, and a method, via a quick-reference checklist, to determine which solution is most likely to work.

McCallon, Earl. Workshop Evaluation System Manual. Austin, Tx., Learning Concepts, 1974.

The contents are designed to provide a systematic approach to the evaluation of workshops via a scientifically developed instrument for the collection and analysis of participant evaluation input. Also included is a workshop evaluation scale designed to provide an overall assessment of the effectiveness of the workshop.

Nadler, Leonard. Developing Human Resources. Houston, Tx., Gulf Publishing Co., 1970.

A book for those actively involved in developing human potential. Discusses the function and background of human resource development, activity areas for training, education and development, and the role and function of the human resource developer.

Nixon, George. People, Evaluation and Achievement. Houston, Tx., Gulf Publishing Co., 1973.

An in-depth explanation of the function and importance of evaluation. Outlines the various types and uses of evaluation and its role before, during and after training in a multitude of diverse fields.

Peters, John M. and Curtis Ulmer, eds. How to Make Successful Use of the Learning Laboratory. Englewood Cliffs, N. J., Prentice Hall, Inc., 1972.

A guide to the procedures involved in planning a learning laboratory.

Rogers, Carl R. Freedom to Learn. Columbus, Ohio, Charles E. Merrill Publishing Company, 1969.

The theme of the book is that learners can be trusted to learn and to enjoy learning when a facilitative person can set up an environment which encourages responsible participation in selection of goals and ways of reaching them.

Shaw, Nathan C., ed. Administration of Continuing Education. Washington, D. C., National Association for Public School Adult Education, 1969.

Apart from attention to recurring administrative responsibilities, problems, and practices, the book also includes implications of major thrusts for the next decade.

*Sheldon, Brooke E., ed. Planning and Evaluating Library Training Programs. Leadership Training Institute, Florida State University, 1973.

An attempt to interpret some current evaluation theory, and translate it into a workable structure for practical application by training program directors in the library world.

Stone, Elizabeth W., ed. Personnel Development and Continuing Education in Libraries. Library Trends, Vol. 20, No. 1, Urbana, IL., University of Illinois Graduate School of Library Science, 1971.

This issue attempts to make the reader aware of the extent to which libraries have used personnel development and continuing education as a means of bringing about the full utilization of talent, and of creating an organizational climate conducive to human growth. One section includes guidelines and a model for library personnel development.

Stone, Elizabeth W., ed. New Directions in Staff Development. Chicago, Il., Library Administration Division, American Library Association, 1971.

Has special emphasis on approaching staff development through participation in decision-making, management by objectives, motivation of library personnel, and on-the-job training.

Teachey, William C. and Joseph B. Carter. Learning Laboratories, A Guide to Adoption and Use. Englewood Cliffs, N. J., Educational Technology Publications, 1971.

A guide to the operation of a learning laboratory covering physical arrangements, administration and instructional materials.

U. S. Civil Service Commission, Administration of Training. Personnel Bibliography Series No. 51, Washington, D. C., G. P. O., 1973.

An annotated bibliography covering all aspects of training administration.

U. S. Public Health Service. Training Methodology: Part I - Background Theory and Research, Part II - Planning and Administration, Part III - Instructional Methods and Techniques, Part IV - Audiovisual Theory, Aids and Equipment. An Annotated Bibliography. Washington, D. C., G. P. O., 1969.

Comprehensive bibliography, Part I, pertains to research and theory on individual behavior, group behavior, and educational training and philosophy. Part II pertains to aspects of instructional design, course planning, and training programs administration. Part III pertains to a variety of specific instructional methods and techniques. Part IV (outdated) describes the various audio visual media that can assist training activities

Vaill, Peter B. The Practice of Organization Development. Madison, Wi., American Society for Training and Development, 1971.

A study of organization development programs from the point of view of the organization members who plan and conduct them.

Veri, Clive C. and T. A. Vonder Haar. Training the Trainer. St. Louis, Mo., Extension Division, University of Missouri-St. Louis, 1970.

Includes tried and tested approaches for preparing trainers for the training process plus innovative ideas.

Warren, Virginia B. How Adults Can Learn More--Faster. Washington D. C., The National Association for Public Continuing and Adult Education, 1961.

A handy guide for adult learners or instructors who wish to improve their learning or instruction techniques.

Warren, Virginia B., ed. A Treasury of Techniques for Teaching Adults. Washington, D. C., The National Association for Public Continuing and Adult Education, 1964.

A guide for teachers working in adult education. The contents address such areas as creating a good climate for learning, planning an adult education course, creative teaching techniques to enable the teacher to retain the interest of the student in his learning endeavors.

* Copy provided each Institute participant

Materials selected by Barbara Conroy
Annotations prepared by Flora Bovis

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